DOCUMENT RESUME

ED 290 510 JC 880 036

TITLE Williamsport Area Community College Long Range Planning: The Long Range Plan, Update 1987.
INSTITUTION Williamsport Area Community Coll., Pa.
PUB DATE Jun 87
NOTE 325p.
PUB TYPE Reports - General (140) -- Statistical Data (110)

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS College Administration; College Planning; College Programs; College Role; Community Colleges; *Educational Assessment; *Institutional Mission; *Long Range Planning; *Organizational Objectives; Prediction; Resource Allocation; Two Year Colleges

ABSTRACT

This update to Williamsport Area Community College's (WACC's) 1984-89 long-range plan offers a status report on each of the plan's 78 objectives, reassigns responsibility for specific objectives to make the plan responsive to the current organizational structure of the college, and offers 11 new objectives for the 1986-87 academic year. After chapter I presents background information on the planning process at WACC, chapters II and III discuss selected conditions, trends, and predictions affecting planning. Chapter II looks at factors affecting planning in 1984 (i.e., economy, state legislation, regional and local developments, internal factors and performance measures, programs, enrollment projections, and operating costs), while chapter III examines these and other factors as they affect planning in 1987 (e.g., population and labor force characteristics, and resource development). Chapter IV considers the philosophy, mission, and goals of WACC. Finally, chapter V presents institutional and organizational objectives and action plans, reviewing progress made between 1984 and 1986 in the following areas: vocational technical education, general education, developmental education, lifelong education, counseling and advising, effective management, accessibility and student services, staff development, intellectual orientation, student personal development, college community, instruction, resources, and physical plant. (EJV)

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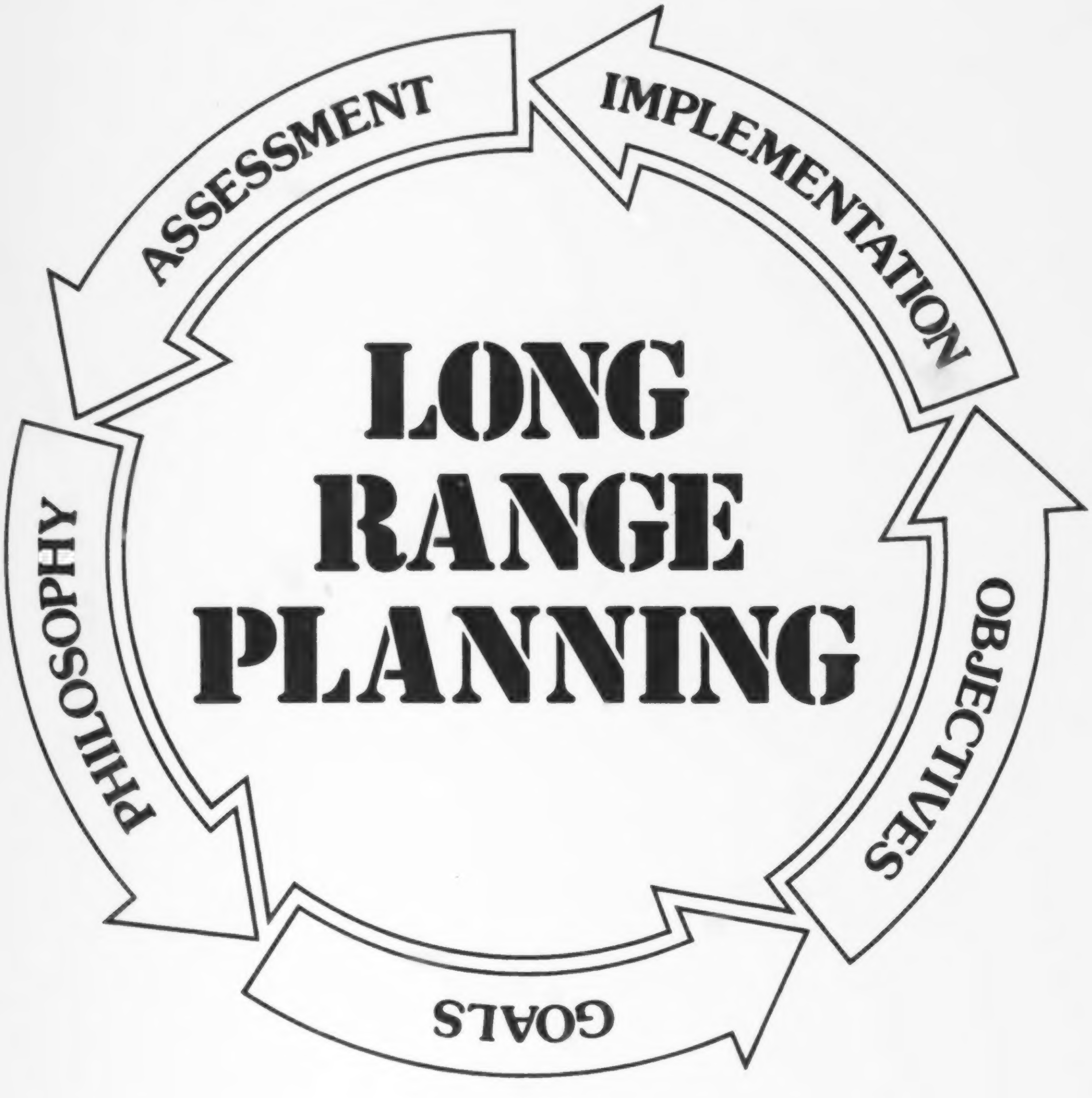
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Long Range Plan

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THE LONG RANGE PLAN

UPDATE 1987

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LIFELONG EDUCATION CENTER
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
1005 WEST THIRD STREET
WILLIAMSPORT, PA 17701
PHONE (717) 326-3761
JUNE 1987

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TABLE OF CONTENTS

PAGE

LIST OF TABLES . . . iii

CHAPTER

I BACKGROUND . . . 1
The Updating Process 1986 . . . 2
The Updating Process 1987 . . . 18

II SELECTED PLANNING FACTORS: CONDITIONS, TRENDS, AND PROJECTIONS 1984 . . . 21
Introduction . . . 21
Economy . . . 21
State Legislation . . . 22
Regional and Local Developments . . . 23
Internal Factors and Performance Measures . . . 24
Programs . . . 31
Enrollment Projections . . . 36
Operating Costs . . . 40

III SELECTED PLANNING FACTORS: CONDITIONS, TRENDS, AND PROJECTIONS 1987 . . . 43
Population and Labor Force Characteristics . . . 43
State Legislation . . . 44
Resource Development . . . 45
Regional and Local Developments . . . 46
Internal Factors and Performance Measures . . . 46
Enrollment Projections . . . 53
Programs . . . 54

IV PHILOSOPHY, MISSION, AND GOALS . . . 57
Introduction . . . 57
Development of Philosophy and Mission Statements . . . 57
College Philosophy Statement . . . 61
College Mission Statement . . . 61
Development of Goal Statement . . . 62
Description of the Community College Goals Inventory . . . 63
Population Identification . . . 64
Analysis . . . 64

V INSTITUTIONAL AND ORGANIZATIONAL OBJECTIVES . . . 79
Introduction . . . 79
Goals & Objectives: Distinguishing Characteristics . . . 79

Institutional Objectives

Goal Area 1.0: Vocational Technical Education . . . 81
Goal Area 2.0: General Education . . . 99
Goal Area 3.0: Developmental Education . . . 102
Goal Area 4.0: Lifelong Education . . . 105
Goal Area 5.0: Counseling and Advising . . . 107
Goal Area 6.0: Effective Management . . . 110

CHAPTER PAGE

V INSTITUTIONAL AND ORGANIZATIONAL OBJECTIVES - continued

Goal Area 7.0: Accessibility and Student Services 137
Goal Area 8.0: Staff Development 159
Goal Area 9.0: Intellectual Orientation 165
Goal Area 10.0: Student Personal Development 166
Goal Area 11.0: College Community 169
Goal Area 12.0: Instruction 176
Goal Area 13.0: Resources 191
Goal Area 14.0: Physical Plant 213

Action Plans

Goal Area 1.0: Vocational Technical Education 223
Goal Area 2.0: General Education 235
Goal Area 3.0: Developmental Education 236
Goal Area 4.0: Lifelong Education 238
Goal Area 5.0: Counseling and Advising 239
Goal Area 6.0: Effective Management 241
Goal Area 7.0: Accessibility and Student Services 271
Goal Area 8.0: Staff Development 280
Goal Area 9.0: Intellectual Orientation 287
Goal Area 10.0: Student Personal Development 288
Goal Area 11.0: College Community 292
Goal Area 12.0: Instruction 299
Goal Area 13.0: Resources 310
Goal Area 14.0: Physical Plant 324

LIST OF TABLES

TABLE PAGE

I-1 Assessment of Long Range Planning Objectives 3

II-1 Status of Selected Planning Factors 1979-1983 25

II-2 Classifications of Existing College Programs by Growth Status and Program Type, Fall, 1983 33

II-3 New Programs for Fall, 1984, and Projected for 1985-1993 . . 35

II-4 Postsecondary Enrollment Projections by Campus Locations and By Current Program: 1983-1993 37

II-5 Secondary Vocational Program Enrollment Projections By Campus Locations and Current Program: 1983-1993 39

III-1 Selected Planning Factors 1979-1986 47

III-2 Programs: New, Revised, and In Progress 1984-1987 55

IV-1 Analysis of The Williamsport Area Community College Philosophy and Mission Survey Distribution of Those Who Felt That a Component Shoule Be Included in the College's Philosophy and Mission Statement and the Level of Agreement They Associated with Each Component as Stated 59

IV-2 Ranking of CCGI Goal Areas by "Should Be" and "Is" Means for the Total Group 66

IV-3 Ranking of CCGI Miscellaneous Goals by "Should Be" and "Is" Means for the Total Group 67

IV-4 Ranking of CCGI Local Option Goal Statements by "Should Be" and "Is" Means for the Total Group 68

IV-5 Ranking of CCGI Goal Statements by Highest "Should Be" Means for the Total Group 69

IV-6 Ranking of Goal Statements by Highest Discrepancy Value for the Total Group 74

CHAPTER I

BACKGROUND

The Williamsport Area Community College developed a planning model and began the generation of a long range plan in 1982. Nearly 100 faculty, staff, and board members participated in the development of the final document. Data was collected from over one thousand respondents representing all college constituencies. On July 16, 1984, the Board of Trustees approved the Long Range Plan for 1984-1989.

Representing two years of work, this document examined such external factors as the economy, the state legislative climate, and regional and local developments. Additionally some internal forces such as the projected enrollments for the programs, an assessment of the growth potential of certain programs, and the development of new programs were also examined. A key outcome was the development and affirmation of the philosophy, mission, goals, and objectives of the College.

Fourteen goals were identified for the College. These goals stand today as the ideals against which the organization forges its objectives. Seventy-eight objectives for the College were identified and action plans were developed for each. A management by objective system was implemented that requires each administrator to link the annual activities of their office directly to an objective in the Long Range Plan. In the two years since the inception of the plan, considerable energies have been expended to achieve or to set in motion the activities required to address these objectives.

This Long Range Plan Update serves several purposes.

1. Status reports for each of the original seventy-eight objectives will identify activities undertaken and progress to-date in meeting each of the objectives.

2. The unit responsible for each objective will be reassigned as necessary so that the plan is responsive to the current organizational structure of the College.

3. In 1986, the updating process provided an opportunity to suggest new objectives. This opportunity was afforded by development of a list of eleven objectives of the institution that the committee felt deserved attention during the 1986-87 academic year. The eleven priorities are recommended to the President as candidates for institutional priorities for the 1986-87 academic year. Final determination of institutional priorities are the responsibility of the President. Four of the eleven identified objectives are new objectives for the College.

4. In 1987, selected action plans were updated to reflect revised strategies for their completion.

5. The current status of objectives is summarized on each action plan as being completed, ongoing, revised, or combined.

The Updating Process 1986

A Long Range Plan Update Committee was convened to serve as an advisory committee to the Office of Educational Research, Planning, & Evaluation (ERP&E) for the development of the updating process. The committee consisted of the 1984 Long Range Plan Steering Committee and the chair of each of the area committees. This committee validated the process that was used in developing the updated plan for 1986-87.

Mission, Philosophy, and Goals

The Updating Committee believed that the mission, philosophy, and goals of the College as stated in the original plan are still valid. Hence, these items have remained unchanged from the previous planning activities of the College. These items can be found in Chapter IV of this report.

Organizational Objectives

A survey was administered to prior participants in the long range planning process and to persons within the College who have primary responsibility for the implementation of objectives. This survey provided an assessment of the perceptions of progress on each of the seventy-eight objectives of the College as of September 1985. The results of that survey can be found in Table I-1. Note that persons with primary responsibility (column b) tend to rate the progress on that objective higher than any of the other respondent groups. The ratings of the persons with primary responsibility are however similar to the ratings of persons who participated in the long range planning process.

Upon examining these survey results, the committee approved a two-fold process for updating the organizational objectives. For the vast majority of organizational objectives, an administrative review would be undertaken to provide an assessment of the current status of activities to-date and to update the designation of offices with responsibility for each strategy.

Being sensitive to the passage of time since the original Long Range Plan was developed, it was felt that some objectives needed more careful attention than a brief status report. To identify those objectives that would receive special attention, the Update Committee participated in the identification and generation of objectives that are recommended as high priorities for the College in 1986-87. The designation as a recommended priority resulted in that objective receiving more attention in the reassessment of the strategies to achieve that objective. This list was not intended to serve as an exclusive listing of the institutional priorities but rather as a way to highlight certain important objectives for the College.

TABLE I-1
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ASSESSMENT OF LONG RANGE PLANNING OBJECTIVES
September 1985

RESPONSE CATEGORIES:

4=Objective has been achieved, no further action required.
3=Objective has been achieved, needs follow-up work.
2=Work is in progress or planned for 85-86.
1=No action to date.
0=Objective no longer relevant.

RESPONDENT GROUPS:

A=Total respondent group.
B=Persons with primary or secondary responsibility for implementing objective.
C=Deans, division directors, selected others who do not have primary or secondary objective.
D=Long Range Planning Committee members, not included elsewhere.

	OBJECTIVE	MEANS			
		A	B	C	D
1.01	To develop, implement, evaluate, and revise as needed, ongoing procedures for new program development which foster creative, innovative thinking at the design stage and administrative efficiency and effectiveness at the approval and implementation stage.	2.1	2.5	1.9	2.2
1.02	To strengthen college entrance articulation (with secondary-vocational institutions, other postsecondary institutions, etc.) and exit articulation (four-year institutions, other educational opportunities).	2.2	2.7	2.0	2.2
1.03	To increase college programming targeted to business and industry needs.	2.2	2.3	1.8	2.3
1.04	To design, implement, evaluate and revise as needed, a system of identifying, supporting and applying core competencies and general education requirements/alternatives across the curriculum.	2.1	2.1	1.9	2.2
1.05	To increase the direct relationship between technological or societal change and program instructional content.	2.1	2.4	1.6	2.1
1.06	To continue emphasizing hands-on learning experiences associated with appropriate college programs.	2.8	3.0	2.4	2.9
2.01	To develop, implement, evaluate and revise as needed, strategies for "internationalizing" the curriculum.	1.3	1.3	1.2	1.4
3.01	To design, implement, evaluate and revise as needed, linkage between developmental education programming and the mainstream coursework so that student opportunity for success is maximized.	2.4	2.4	2.0	2.6
4.01	To design, implement, evaluate and revise as needed, procedures and program designs which support learning as a lifelong process.	2.1	2.3	1.7	2.2

TABLE I-1 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ASSESSMENT OF LONG RANGE PLANNING OBJECTIVES
September 1985

OBJECTIVE		MEANS			
		A	B	C	D
5.01	To develop a system to ascertain preparedness of incoming students for college-level coursework.	2.5	2.8	2.1	2.7
5.02	To revise existing new student orientation structure - increase its reference, services and benefits to students and faculty.	2.6	2.7	2.4	2.7
6.01	To provide for systematic, ongoing, effective evaluation of instructional programs including a system and format for collecting program data to be used in evaluation and/or revision of programs.	2.1	2.2	1.7	2.2
6.02	To use, maintain and acquire more efficiently instructional resources and equipment across courses and curriculum.	2.3	2.6	1.8	2.2
6.03	To define the purpose of the college bookstore.	1.7	1.5	1.2	1.9
6.04	To maintain current high level and quality of printing and duplicating services.	3.0	2.3	2.6	3.2
6.05	To provide increased efficiency between faculty and staff original writings and final production stage of material.	2.1	2.0	1.7	2.3
6.06	To develop and implement comprehensive employee evaluation systems and equitable, informed application of those evaluation systems.	2.3	2.5	2.4	2.2
6.07	To form a well-defined process by which the college's formal internal decision-making becomes more collegial.	1.4	2.0	1.3	1.3
6.08	To establish a process and a calendar for the annual update of the LRP.	1.7	1.9	1.4	1.8
6.09	To initiate and provide an organizational assessment system that will measure efficiency and/or effectiveness.	1.3	1.3	1.2	1.4
6.10	To execute a new set of Articles of Agreement between the College and sponsor districts.	1.6	2.5	1.9	1.3
6.11	To resolve conflict among sponsor districts over the method of paying for secondary enrollment shortfalls.	2.2	3.2	2.2	2.1
6.12	To seek modification of the State community college governance model.	1.8	1.3	1.8	1.9
6.13	To maintain local control of College governance by the Board of Trustees.	2.7	3.3	2.5	2.8

TABLE I-1 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ASSESSMENT OF LONG RANGE PLANNING OBJECTIVES
September 1985

	OBJECTIVE	MEANS			
		A	B	C	D
6.14	To translate our reputation for quality into marketing strategies that emphasize the College's attractiveness to potential students.	2.2	2.2	1.9	2.3
6.15	To establish a mechanism for periodic review and updating of facilities and their conditions to assure compliance with enrollment, instructional, safety, and health needs.	2.2	2.6	1.5	2.3
6.16	To develop a long range budget process that will anticipate fluctuations in college revenue and expenditures.	1.9	2.0	1.5	2.0
6.17	To develop more accurate and timely analysis of college finances.	2.0	2.3	1.7	2.1
6.18	To develop a more effective system for the determination of college financial need and for the use of college funds.	1.9	2.5	1.5	2.0
6.19	To develop a more accurate and accessible system for reporting the college's fixed assets.	2.0	2.0	1.7	2.2
6.20	To develop a fixed asset system to provide the ability to better coordinate enrollments with available workstations and to maximize the utilization of fixed assets.	2.0	2.0	1.8	2.0
6.21	To develop a system for a detailed analysis of program cost.	1.8	1.8	1.4	2.0
7.01	To expand accessibility and to improve quality of programs and courses through strategies keyed to specific target populations, including where, how and when instruction delivered.	1.9	2.1	1.5	2.0
7.02	To increase communication about students' instructional needs among the College's organizational units.	1.6	2.0	1.5	1.6
7.03	To balance the College commitment to academic standards against our commitment to maintain an open door policy while the preparedness of incoming students continues to decline.	1.7	2.1	1.3	1.8
7.04	To increase the scope of concern for services available to non-traditional students.	1.9	2.0	1.8	1.9
7.05	To establish and implement a viable marketing and recruitment plan.	2.1	2.0	1.8	2.2
7.06	To assess student needs and the influence of housing availability on student recruitment and retention.	1.4	1.3	1.4	1.4

TABLE I-1 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ASSESSMENT OF LONG RANGE PLANNING OBJECTIVES
September 1985

OBJECTIVE		MEANS			
		A	B	C	D
8.01	To develop, implement, evaluate and revise procedures for integrating administrative support services and human resource development with instructional priorities.	1.6	2.0	1.2	1.7
8.02	To educate faculty and staff in the potential instructional use and methodology (not mechanical operation) of instructional media.	1.9	1.8	1.3	2.1
8.03	To fund and provide a comprehensive staff development program responsive to performance evaluation, technological advances, and college initiatives.	1.8	2.5	1.7	1.7
8.04	To provide instruction to all college staff whose work directly involves or can profit from computer applications.	2.6	2.8	2.3	2.7
9.01	To develop, implement, evaluate and revise as needed, an honors program for high-ability postsecondary students.	1.4	1.6	1.2	1.4
10.01	To clarify policies and procedures and responsibilities for the inception, operation, and continuation of college clubs and organizations.	1.8	2.0	1.5	1.9
10.02	To increase student awareness of and student responsibility for dispersal of college activities revenues, particularly the "student activity fee."	1.6	2.5	1.4	1.7
10.03	To design a system which will provide and perpetuate student leadership.	1.6	2.0	1.4	1.7
11.01	To improve communication mechanisms.	2.1	2.0	1.8	2.2
11.02	To increase student spirit identification with the college.	1.4	1.8	1.3	1.3
11.03	To improve student, faculty, staff and community participation in college clubs, organizations and activities.	1.6	2.0	1.5	1.7
11.04	To continue to recognize W.A.C.C.E.A. as the present bargaining agent of and for the faculty and to work cooperatively to resolve differences of mutual concern.	2.9	2.8	2.6	3.0
12.01	To demonstrate quality of instruction.	2.5	2.6	2.1	2.6
12.02	To affirm and practice high standards of professional ethics (including academic honesty) in the College's instructional programs.	2.5	2.9	1.9	2.6
12.03	To expand varieties of instructional delivery for programs and courses.	2.3	2.3	1.9	2.3

TABLE I-1 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ASSESSMENT OF LONG RANGE PLANNING OBJECTIVES
September 1985

	OBJECTIVE	MEANS			
		A	B	C	D
12.04	To include computer technology and computer applications as components of instructional programs.	2.4	2.7	2.2	2.4
12.05	To use the appropriate instructional resources and equipment throughout 100 percent of instructional programs.	2.3	2.6	2.1	2.3
12.06	To continue taking advantage of unanticipated equipment acquisition opportunities.	2.7	2.7	2.5	2.8
12.07	To establish responsibility and a process to constantly review and evaluate available computer software and hardware and appropriate use in all course work.	2.2	2.3	2.0	2.3
12.08	To evaluate the need and provide facilities appropriate for the emerging instructional technology that the College is using.	2.6	2.7	2.3	2.6
13.01	To evaluate the appropriateness of potential donation of instructional resources and equipment (IR&E).	2.2	2.4	1.6	2.3
13.02	To be responsive to the changing state and federal instructional capital funding priorities, capturing significant amount of appropriate IR&E.	2.7	3.0	2.3	2.9
13.03	To have in place and available staff and instructional resource materials to accommodate new and changing curricula and instructional delivery.	2.0	2.0	1.8	2.1
13.04	To broaden the role of administrative computer services to faculty and staff.	2.3	3.0	1.8	2.4
13.05	To align instructional resource support needs with LRC resource requirements (staff, facilities, equipment and materials).	2.1	1.8	1.7	2.3
13.06	To design equitable wage scales which will attract and retain highly qualified staff.	2.0	2.3	1.8	2.0
13.07	To institute aggressive recruitment efforts to attract a broad range of highly qualified staff.	1.8	2.5	1.6	1.7
13.08	To institute interactive exchange between college and community resources and expertise.	2.0	2.4	1.6	2.0
13.09	To provide adequate facilities and student organizations and activities on all campuses.	2.0	2.7	1.6	2.1
13.10	To seek an increase in the present proportional level of financial support of the College by the Commonwealth.	2.3	3.3	1.9	2.4

TABLE I-1 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ASSESSMENT OF LONG RANGE PLANNING OBJECTIVES
September 1985

OBJECTIVE		MEANS			
		A	B	C	D
13.11	To develop a new framework of financial support for the Williamsport Area Community College.	2.4	3.2	2.1	2.4
13.12	To obtain increased financial support from business and industry.	2.0	2.1	1.9	2.0
14.01	To allocate space in existing and planned campus structures as a means of improving the work, teaching, and learning environment and improving collegiality.	2.2	2.4	2.3	2.2
14.02	To actively pursue financial support for and implementation of the Facility and Site Master Plan.	2.3	3.0	1.8	2.4
14.03	To identify and plan for the correction or phasing out of all college facilities which create a health and/or safety hazard.	2.6	3.1	2.3	2.5
14.04	To promote aesthetic value and suitability for instructional use in campus appearance.	2.6	2.8	2.1	2.8
14.05	To have efficient and least disruptive vehicular traffic flow on campus.	1.8	2.5	1.5	1.9
14.06	To promote safety for pedestrians and vehicles in immediate campus vicinity.	1.6	2.0	1.6	1.6
14.07	To design future land use in accordance with conservation of open space.	2.3	3.0	1.9	2.4
14.08	To provide a long range parking policy which is enforceable.	1.8	2.0	1.6	1.9

The eleven institutional priorities were identified using a nominal group technique to bring the update committee to consensus. Objectives from the original plan as well as new objectives were considered. The new objectives in general reflected a revision or regrouping of objectives that already existed in the original Long Range Plan.

As a guide to the offices assigned responsibility for the implementation of these objectives, expected outcomes were reexamined and, where necessary, new outcomes were identified. The eleven items selected as objectives by the committee follow. The objectives are listed in the order of importance as recommended by the Long Range Plan Update Committee.

Objective Number	Objective
13.11	To develop a new framework of financial support for the Williamsport Area Community College.

EXPECTED OUTCOMES:
- lowering of student tuition
- increase the percentage of financial support
- funding for equipment
- funding for development of new program initiatives
- assessment of the possible need to alter the College mission
- an altered state community college model

Objective Number	Objective
NEW	To attract and retain students by improving student life and instructional support services.

EXPECTED OUTCOMES:
- maintaining a bookstore which serves student needs for instructional supplies at the lowest cost possible
- increased regular and routine access to facilities
- increased space for study and activities
- examination of student housing needs
- increased student retention
- consistency in the manner in which College activities fees are dispersed
- student input and representation on College activities budget committee
- increase student participation in governing processes including Student Government Association
- increase participation in all activities on campus
- successful activities and clubs
- assessment of the effect of support services on retention

NEW To insure that the Advanced Technology and Health Science Center is completed with needed equipment acquisition, program and curriculum development, and staff development and that the Center is used as a marketing tool for the College.

EXPECTED OUTCOMES:
- the opening of the Advanced Technology and Health Science Center for fall semester 1987
- equipment ordered, in place, and operational
- additional design and continued revision of curricula
- institutional commitment to an experienced full-time project team

NEW To evaluate and improve marketing so as to identify and meet the unmet educational needs of the general population and of business and industry.

EXPECTED OUTCOMES:
- refined marketing plan
- increased marketing data
- increased enrollment from business and industry
- development of new programming directed at target groups
- recruitment efforts targeted to specific identified audiences and reflecting market needs
- increase student enrollments
- improved integration of College programs and services with community needs

6.07 To implement and evaluate the college governance system.

EXPECTED OUTCOMES:
- a higher degree of involvement in the internal decision-making process by a wider range of participants
- improved cooperativeness and effectiveness in internal decision-making
- improved collegiality

13.03 To have in place and available support staff and instructional resource materials to accommodate existing and new curricula and instructional delivery.

EXPECTED OUTCOMES:
- availability of useful instructional resource material in response to expressed needs in all curricula (e.g. library, media center,

computer

  support, laboratory equipment)
- the planning for and the availability of staff support (e.g. computer programmers, lab assistants, aides, equipment maintenance personnel)

- capability to deliver nontraditional instruction (e.g. self-paced instruction, individualized instruction, television courses)

6.01 To provide for systematic, ongoing, effective evaluation of instructional programs including a system and format for collecting program data to be used in evaluation and/or revision of programs.

EXPECTED OUTCOME:

- the development of a program cost model
- increased program quality
- effective, efficient decision-making on program reaffirmation, revision, or phase-out of programs that are not viable
- to design and implement a system of routine, systematic evaluation on a five-year rotation which includes criteria for special evaluation outside of regular rotation
- provision of better information for program improvement

7.04 To increase services available to nontraditional students.

EXPECTED OUTCOMES:

- retention
- improved level of satisfaction
- increased recruitment of nontraditional students
- increased availability of college services via selected rotating extended hours (e.g. bookstore, Susquehanna room, switchboard, administrative offices)
- assess the need for and plan for services (e.g. child care services)

8.03 To fund and provide a comprehensive staff development program responsive to performance evaluation, technological advances, and college initiatives.

EXPECTED OUTCOMES:

- increased use of in-house expertise in providing staff development activities
- increased participation in off-campus activities to upgrade skills
- establishment of a system for defining staff development needs as part of the developing of new initiatives
- linkage of staff development to staff evaluation
- increased availability of on-campus activities targeted to defined needs
- increased opportunities for staff development for all College staff

3.01 To design, implement, evaluate, and revise as needed linkages between developmental education programming and the mainstream coursework so that student opportunity for success is maximized.

EXPECTED OUTCOMES:

- provide for uninterrupted tutorial services to meet current projected need by increasing line item allocation in College operating budget
- increased retention and ultimate graduation of developmental students
- increased mutual understanding between instructors delivering developmental courses and those delivering mainstream courses
- tutorial services available in technical and academic courses
- maintenance of current quality of kinds of developmental studies courses and support services
- evaluation of adequacy, delivery, content, and quality of current developmental coursework leading to revision and/or additions
- improved articulation between different developmental courses and between developmental courses and regular courses

NEW To negotiate a multiple year contract with the Williamsport Area Community College Education Association.

EXPECTED OUTCOME:

- the signing of a multiple year contract with the Williamsport Area Community College Education Association

The Updating Process 1987

During Fall semester 1986, the Long Range Planning Committee was established as part of the Collegewide Governance System. The Committee, composed of senior level administrators, faculty, staff, and students, examined ten objectives and made recommendations concerning the need to revise, delete, or continue these ten objectives. The information from the Committee was shared with the appropriate administrator as part of their revision process. President's Council discussed the objectives and made additional recommendations about revising, deleting, or combining objectives.

Each administrator charged with the responsibility for an objective was requested to revise the institutional objectives and the action plans in the following manner.

1. For each objective, a status report was written reflecting actions that has occurred between June 1986 and June 1987.

2. Recommendations from the Long Range Planning Committee and the President's Council were incorporated into the revision of the objective.

3. Objectives that were completed or that could be combined were identified.

4. Rewording of objectives was encouraged to better reflect the current plans for action.

5. For selected objectives, action plans were updated to reflect current plans for action.

A summary statement was added on each action plan that summarizes the current status of that objective. If the objective is completed, the year of completion is identified. Many objectives are ongoing activities and can never be completed. An example of such as objective is 12.01 "To demonstrate quality of instruction." Other objectives have been combined with other similar or closely linked objectives to provide more focus for the objective.

CHAPTER II

SELECTED PLANNING FACTORS:
CONDITIONS, TRENDS, AND PROJECTIONS
1984

Introduction

A primary purpose of the external assessment, made part of the College's Assessment Report (1983), was to determine the status of those factors which were identified as having an impact on the institution and its programs and services. More specifically, Chapter II of the Assessment Report (1983) presented those factors in terms of national, regional, state, and The Williamsport Area Community College Service Area conditions and trends. This chapter of the Long Range Plan reports on the 1984 conditions and trends affecting selected external, as well as internal, factors with a focus on The Williamsport Area Community College which served as the foundation for the 1984 Long Range Plan. A discussion of 1987 external and internal factors follows in a subsequent chapter. Contained in this chapter are sections on the economy; state, service area, and local events; and, internal College factors.

Economy

Data verify previous projections that the Commonwealth's pace of economic recovery will lag behind the nation's progress toward economic stability. For Pennsylvania and The Williamsport Area Community College Service Area, the rate of recovery is affected by an erosion of comparative advantage in some heavy manufacturing sectors. Many durable goods manufacturers are not expected to return to pre-recession production levels. As a result of these bleak forecasts, the State has turned toward education and training as a long term remedy. Similarly, counties and municipalities are now recognizing their postsecondary education institutions as a major resource in economic development. This is definitely the situation for The Williamsport Area Community College.

"Advanced technology" is the phrase that has been grasped by both the public and private sectors. Since assessments indicate that 90 percent of the State's 1990 workforce is currently in the workplace, demand will continue for technical training, especially at the postsecondary level. If these are truly the conditions, then education's role is in the areas of retooling requirements, out-of-plant retraining, adult and continuing education, and customized training of specific time frames.

When the phrases "advanced technology" and "high technology" are used, most think of those firms that manufacture such products. However, equally important are those industry sectors that use advanced technology in producing their goods and services. This latter group is looking for adaptive technology. Therefore, education has the role of not only training people to work in the design and manufacture of advanced technology products, but also, to provide training in the use and in the maintenance and repair of those products.

Just as the nation's economy is changing, the College's Service Area is also in an economic transition. Old products will be replaced by new ones. The State expects that it will take the passing of the 1980's before the change-over fully occurs. In order to plan for the transition, economic development, and redevelopment, Pennsylvania has a three part strategy: 1) encourage firms in the state to stay and expand; 2) increase small business start-ups and reduce the number of small business failures; and, 3) encourage selected out-of-state and foreign firms to move into the state.

From that approach the state expects the following: 1) advanced technology might help current firms to modernize and further develop their products; 2) innovations developed through advanced technology might spawn new industries and revitalize existing ones; and 3) some firms could come in and build upon Pennsylvania's resources. In order to promote growth of advanced technology, the state is calling for support from both the public and private sectors.

As part of its Ben Franklin Partnership to encourage attention to advanced technology and related developments, the State has recognized community colleges and vocational schools as effective but under-used resources of training and education. To this end, the Governor directed the Secretary of Education to prepare a financial program designed to encourage those educational institutions to offer technical training in the various areas of advanced technology. Through legislation and specially funded projects and programs, the State is demonstrating its commitment to the important role of education in facilitating economic transition and development. This direction is expected to continue.

Accordingly, and by virtue of its current status and prior history, The Williamsport Area Community College can be a direct beneficiary of the State's initiatives. But, like the State, the College must make the transition from old to new, revitalize existing programs that have become stagnant, infuse programs with new delivery systems and support mechanisms, and retool and upgrade its own staff.

State Legislation

In 1983, the passage of House Bill 177 provided approximately $14 million in additional funding to the Commonwealth's community colleges. As part of this legislation, the basic funding formula factors were changed from $600 to $800/EFTS (Equivalent Full Time Student) with the vocational education stipend increasing from $150 to $300/EFTS, up to a maximum of one-third of the total operating cost/EFTS. It is fully expected that the Governor's and the General Assembly's initiatives in this area will continue.

For example, during the first part of 1984, the Governor proposed to sell State-owned liquor stores. Out of the projected $150 million from the sales, $40 million would be directed to community colleges. The General Assembly did not support the Liquor Store proposal. On the ballot in April, 1984, there was a bond issue for $190 million. It was passed by the voters in that election. In excess of $30 million is targeted for community colleges.

Other significant state activities focusing on education are the advanced technologies and economic development. The Ben Franklin Partnership speaks directly toward the need to better utilize community colleges and vocational schools. A strong emphasis has been placed by the State on Customized Job Training. The Job Training Partnership Act contains provisions that would directly support efforts by community colleges in training and upgrading the work force.

On February 24, 1984, the Governor's Commission on Financing Postsecondary Education met for the first time. Pending and future education-related legislation and programs could be directly affected by the findings and recommendations of this Commission. Between commencement and presentation of the Commission's final report in October, 1984, aspects of future community college development in the Commonwealth could be shaped.

Currently, a major piece of legislation has been formulated that could have tremendous potential impact on community colleges. This legislation, sponsored by the majority leadership, would not only create a state level community college coordinating council, but would also provide for a substantial change in the stipend portion of the funding formula. Presently, the legislation contains several levels of differential support for vocational education programs. Larger amounts would be available for designated "state-wide" programs than would be available for regional and local option programs.

For The Williamsport Area Community College the foregoing state activity presents both opportunities and threats. First, the vocational technical commitment of the College would put it into an advantageous funding support position. Additionally, the College currently offers programs that are recognized as unique in the State. Planned repackaging of existing technical programs, along with new program development, could result in additional state and regional designated programs. There are implications for the College's enrollment base in the pending legislation. It is only reasonable to expect that new community colleges will result within a short time after passage of the legislation. Existing vocational technical schools could potentially become community colleges.

This is particularly important for the College since the southern-most four counties of its service area had the largest population growth for 1970-1980. Additionally, the geographic area to the southwest of the College is not presently served by a readily accessible community college. It follows that a community college established in that area would affect The Williamsport Area Community College's enrollment base. It is also apparent that because of activities such as those above, along with existing community colleges moving toward vocational technical programming, The Williamsport Area Community College will find competition for vocational education funding support to be more intense than ever before.

Regional and Local Developments

Within the College's service area, several significant events have taken place while others are developing. The Lycoming County Commissioners voted $5 million over the next 10 years for a new Advanced Technology and Health Sciences Center for the College's Williamsport Campus. That building will contain 125,000 square feet of space and cost in excess of $14 million.

In another capital project, the City of Williamsport will contribute $100,000 over four years to the construction of a Professional Development Center on the College's Williamsport Campus. Each of these two governmental bodies openly recognize the vital role of the College in the economic development of the immediate and surrounding areas. Currently, the College's relatively new Foundation is attempting to create the same awareness in business and industry and among private individuals.

The College's service area continues to experience an economy that is lagging behind the state's recovery rate. However, most economic indicators for the service area are showing improvement. Historically, community college enrollments have swelled during economic downturns. As the service area's economy continues to improve, student retention in current programs and student attraction to new programs at the College can become more difficult.

Given the College's relatively young average student age, 23 years, and the high correlation between recent year high school graduates and full-time enrollment in vocational technical programs, both an opportunity for and a threat to the College are presented. First, it is apparent that the adult population over 26 is currently underserved by the College. This group offers the most potential for future enrollment growth. Second, the continued decline in both high school enrollments and graduates poses a potential threat to the viability of the College's program enrollment levels.

Of paramount importance to the College between now and July 1, 1985, is the restructuring of the Articles of Agreement between the College and its sponsoring districts. This most important activity will determine the future relationships between the College and its sponsors. Given the current economic climate, many school districts feel too over-extended to support their K-12 systems and the community college. Their economic strains in no way detract from the very positive image they have of the College and its programs and services. Nevertheless, development of a new set of Articles of Agreement will have an impact on the future of the College.

Internal Factors and Performance Measures

Certain institutional factors have been recognized for some time as important to long range planning. This section of the report analyzes results of the College's internal audit conducted between September, 1982, and August, 1983. Much of the support for the preceding analysis is based in the College's Fact Book, Facilities and Site Master Plan, and in organizational unit annual and special reports. Areas attended in this part address enrollments, financial aid, student performance, graduates, staff, and, finances and facilities. A summary showing as much as a five-year history of the status of these variables is given in Table III-1.

TABLE II-1
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
SELECTED PLANNING FACTORS
1979-1983

	YEAR				
Factor	1979	1980	1981	1982	1983
Enrollments (Fall Terms)					
College Totals (Post-secondary & CLE)					
Total Headcount	6485	7760	9301	11875	10365
Total FTE	3199	3434	3684	4031	4205
FTE/Headcount	.49	.44	.40	.34	.41
Postsecondary					
Headcount	3169	3364	3505	3700	3955
FTE	2798	2991	3120	3288	3430
FTE/Headcount	.88	.89	.89	.89	.87
CLE					
Headcount	3316	4396	5796	8175	6410
FTE	401	443	564	743	775
FTE/Headcount	.12	.10	.097	.091	.121
Secondary					
Headcount	1191	1133	1043	990	934
Source (Postsecondary)					
Sponsor Districts	48	47	48	53	56
Immediate Service Area	65	63	66	66	71
Status (Postsecondary)					
Full-time	81.6	82	82.6	82.2	78.8
Part-time	18.4	18	17.4	17.8	21.2
Sex (Postsecondary)					
Women	32	33	34	33	36
Men	68	67	66	67	64
Race (Postsecondary)					
Nonwhite	1.1	2.5	1.2	1.2	1.4
White	98.9	97.5	98.8	98.8	98.6
Average Age	21	21	22	22	23
Admissions					
Applications	2897	2710	2842	3089	2968
New Students		1896	1902	2048	2230
New Students/Applications		.70	.67	.66	.75
Source					
Immediate Service Area	60.6	59.4	57.4	61.2	
Student Preparation					
Single Deficiency					
Associate Degree		237	268	328	
Certificate		137	129	155	
Multiple Deficiency					
Associate Degree		192	272	348	
Certificate		35	32	57	
Combined		601	691	886	
Percent of New Students		32	36	43	
Student Performance					
Grade Point Average					2.86
Degrees Awarded					
Associate	503	458	611	612	
Certificate	495	603	550	602	
Total	998	1091	1161	1214	
Total/Headcount	.31	.32	.33	.33	
Class Size	21	21	21	22	21
Graduate Placement					
Rate	.97	.95	.97	.90	
Average Salary	$10,500	$10,800	$11,700		

TABLE II-1 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
SELECTED PLANNING FACTORS
1979-1983

	YEAR				
Factor	1979	1980	1981	1982	1983
Financial Aid					
Amount	$2,409,865	$3,540,867	$4,868,089	$5,871,200	$5,896,601
Average/Award	873	682	1,067	1,164	1,262
Average/Recipient	759	802	1447	1675	1603
Number of Recipients (unduplicated)				2581	2390
E & G Expenditures	$8,494,908	$9,909,869	$11,060,365	$12,273,925	$13,104,368
E & G Expenditures/Student	1,809	2,047	2,325	2,352	2,428
Postsecondary	2,106	2,284	2,579	2,688	2,926
CLE	492	696	901	732	595
Secondary	877	1,005	1,102	1,200	1,363
Facilities					
Net Assignable Square Footage					550,791
NASF/Student (Post-secondary & Secondary)					112
Staff/Personnel					
Faculty (Full-time)	171	153	170	176	
APT				71	
Classified/Service				138	
Total				385	
Student/Faculty Ratio	19.8:1	23:1	21:1	20.7:1	19.9:1

Enrollments

Over the past five years, the College has experienced headcount and EFTS enrollment growth. In postsecondary credit programs, the headcount has moved from 3169 students in Fall, 1979 to 3955 in Fall, 1983, a change of 24.8 percent and an annual average increase of 4.96 percent. Similarly, credit EFTS enrollment has grown from 2798 to 3430 during the same period, an increase of 22.5 percent and an average annual increase of 4.5 percent. Total College EFTS's have increased by 31.4 percent from 1979 to 1983, for an average annual increase of 6.3 percent. This rate reflects the impact of the rapid growth of the College's non-credit offerings through the Center for Lifelong Education. From 1979 to 1983, secondary vocational enrollments have declined by 257 students (21.5 percent).

The yield of EFTS's from the postsecondary headcount enrollment has remained very stable over the five-year time-frame. The proportion of EFTS' to headcount has varied between .87 and .89 inclusive. This is indicative of the College's instructional delivery and is characterized by approximately 80 percent of the credit enrollments being full-time. There does not appear to be a strong movement in part-time enrollments at the College.

Sources of College enrollments are critical to current status assessment and future marketing positioning. The College is committed to serving sponsored students first. Over the 1979-1983 period, the percentage of sponsored students has increased from 48 percent to 56 percent. The College's sponsoring districts are geographically contained in 11 counties, 10 of which comprise what is referred to as the immediate service area. From this 10-county area the College's enrollment has grown from 65 percent to 71 percent over the last five years.

The past five-year's enrollment figures at the College indicate the student population has the following characteristics: It is predominantly male (68 percent-64 percent), white (98.9 percent-98.6 percent), young (21-23 years), and full-time (81.6 percent-78.8 percent). The opening of the North Campus appears to have changed the traditional characteristics of the College's enrollments. Its impact is reflected in the Fall, 1983, figures. The North Campus student population, based on Fall, 1983, data, can be described as predominantly female, white, older, and slightly more part-time than full-time. Since it is projected that two of every three new entrants into the work force will be women, the College can expect more demand for technical training from women.

Financial Aid

The availability of financial aid is important in attracting and retaining students. Over the last five years, the total amount of grants, loans, and work-study monies administered by the College has increased from $2,409,865 to $5,929,896, which is almost 2½ times the fiscal year 1979 total. The unduplicated number of recipients decreased from 2581 in fiscal year 1982 to 2390 in fiscal year 1983. During that time the average award changed by $192 per recipient. Also, during that time, the percentage of postsecondary credit students receiving financial aid dropped from 74 percent to 65 percent of the fall headcount enrollments.

Student Performance

The attributes that students bring to the College closely relate to overall academic performance. Between 1980 and 1982, the percentage of new students entering the College and diagnosed as deficient in either reading, writing or mathematics skills has increased from 31.7 to 43.3, a change of 11.6 percent. More new students have entered with single deficiencies than with multiple deficiencies. This trend reflects national conditions.

Student academic performance is measured by cumulative grade-point-average (GPA). On a scale of 4.0, the College's overall GPA is 2.79.

Proxy measures for academic quality include student/faculty ratios and average class sizes. A slight movement of .0327 has occurred in the student/faculty ratio between 1982 (19.871:1) and 1983 (20.198:1). Likewise, a small increase is evidenced in the average class size over the last four years. This measure has been stable at an average size of 21 for the time-period.

Graduates

Measures of College effectiveness are associated with the proportion of students graduating and with their subsequent success in finding employment or in continuing their education. In graduate placement, the College enjoys rates that are higher than those normally found in community colleges. Placement rates for the College's graduates are exemplary. For the past five years, over 90 percent of the graduates have been placed in jobs related to their program of study or have continued their education. Graduates continue to achieve higher than average annual salaries than non-community college graduates. Part of the College's positive community image is attributable to the economic impact of its graduates on their local economies.

Over the last five years, the College's proportion of certificates and degrees awarded to total credit enrollment has remained at approximately .33. The typical community college has a rate of .12-.15. Certificates and degrees awarded by the college have increased from 998 in 1979 to 1214 in 1982. This represents a 22 percent increase for the time period. Associate degrees awarded slightly outnumber the number of certificates earned.

Finances

For The Williamsport Area Community College total college finances include a Secondary Vocational Program. Therefore, in presenting figures, percents, and ratios for the College, postsecondary and secondary are separately reported. Total college-level Educational and General (E & G) expenses have increased from $6,432,847 in fiscal year 1979 to $10,602,789 in fiscal year 1983, a change of 65 percent. During this same time E & G expenditures per EFTS have risen from $1,809 to $2,428, a change of 34.2 percent.

Secondary Vocational Program E & G expenditures have increased from $960,651 to $1,142,514 in the five-year period. This is an overall increase of 18.9 percent. For the same time period, 1979-1983, E & G expenditures per student for secondary vocational programming increased from $877 to $1,363, a change of 55 percent.

Facilities

Instruction is provided by The Williamsport Area Community College through its several campuses and centers. Collectively, the two campuses, two centers, and the farm are comprised of facilities that have a total of 550,791 net assignable square feet of functional space. In the College's 10-year Facilities and Site Master Plan, an additional 181,349 net assignable square feet of space is required to support projected programming initiatives and necessary facilities upgradings. It is projected that by 1993 the total space requirements for the College will be 732,140 net assignable square feet.

Staff

Over the 1979-82 time period, full-time instructional faculty have increased in numbers from 141 to 155, which represents a 9.9 percent growth. During the same time, the average salary for all faculty ranks combined has increased by 23.7 percent from $15,579 to $20,412. The student/faculty ratio has remained around 20:1 with a decrease noted from 20.7:1 to 19.9:1 between Fall, 1982, and Fall, 1983, terms. Spring term student/faculty ratios tend to be less than those for Fall term. In Spring, 1983, the ratio was 18.7:1; for Spring, 1982, the ratio was 19.3:1.

Total College personnel, full-time and regular part-time employees, numbered 385 in Fall, 1982. Of this number 186 (47 percent) were faculty; 71 (18 percent) were administrative, professional and technical; and 138 (35 percent) were classified/service.

Programs

The primary focus of planning in higher education is on instruction and academic support. To this end, an assessment of the College's curricula is a necessary and ongoing activity. In this age of change and economic transition, the College must structure flexibility into new and proposed programs while attempting to render existing programs more adaptive to changing technologies and societal requirements.

As part of the Facilities and Site Master Plan development, the Dean of Academic Affairs categorized the College's 52 degree and certificate programs. Three classifications were developed: expanding programs, steady state programs, and declining programs. Criteria were established and operational definitions were structured for uniform application of the pre-identified standards for each program. Those definitions are listed below.

Expanding Program	One for which an enrollment increase of 25 percent or more has occurred during the last five years or less, or for which hard data indicate enrollment can be expected to increase by more than 25 percent during the next five years.

Steady Program	One for which enrollment levels have remained relatively unchanged during the five years (have increased or decreased less than 25 percent), and for which no dramatic increase or decrease can be reasonably forecast to occur during the next 10 or more years.
Declining Program	One exhibiting an enrollment decline of 25 percent or more during the last five years or less, or for which there has been a slower but steady decrease, or for which other known factors indicate that a steady or a sudden enrollment decrease can be anticipated.

Each of the College's postsecondary programs are listed by category and type in Table II-2.

TABLE II-2
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
CLASSIFICATION OF EXISTING COLLEGE PROGRAMS BY GROWTH STATUS AND PROGRAM TYPE, FALL, 1983

Category/
Program (Type)

Expanding Programs:
(continued):

- Agribusiness (AA)
- Air Conditioning and Refrigeration (AA/C)
- Automotive Technology (AA)
- Business Management (AA)
- Clerical Studies (C)
- Computer Information Systems (AA)
- Computer Operator (C)
- Diesel Mechanics (C)
- Electrical Technology (AA)
- Electronics Technology (AA)
- Engineering Drafting Technology (AA)
- Food and Hospitality Management (AA)
- General Studies (AA)

Expanding Programs

- Individual Studies (AA)
- Industrial Drafting (C)
- Journalism (AA)
- Machine Tool Technology (AA)
- Machinist General (C)
- Practical Nursing (C)
- Radiologic Technology (AA)
- Respiratory Therapy Technician (C)
- Secretarial Science (AA)
- Technical Illustration (AA)
- Tool Design Technology (AA)
- Welding (C)
- Word Processing (C)

Steady Programs:

- Accounting (AA)
- Advertising Art (AA)
- Architectural Technology (AA)
- Auto Body Repair (C)
- Aviation Maintenance Technician (C)
- Aviation Technology (AA)
- Broadcasting (AA)
- Carpentry & Bldg. Construction Technology (AA)
- Civil Engineering Technology (AA)
- Construction Carpentry (C)

Steady Programs (continued):

- Dental Hygiene (AA)
- Dietetic Technician (AA)
- Floriculture (AA)
- Graphic Arts (AA)
- Nursery Management (AA)
- Plumbing and Heating (C)
- Surgical Technology (C)
- Technical Studies (AA)
- Wood Products (AA)

Declining Programs:

- Automotive Mechanics (C)
- Electrical Occupations (C)
- Forest Technology (AA)
- Printing (C)

Declining Programs (continued):

- Retail Management (AA)
- Service & Operation of Heavy Construction Equipment (C)

NOTE: The following North Campus programs are not classified because of the recent opening of the facility: Practical Nursing, Secretarial Science, and Computer Science. Dairy Herd Management is also not classified because of the newness of the program.

New Programs

As the College moves forward in accommodating technological change and in meeting the diverse needs of its service area, certain programmatic thrusts have been identified. These directions include advanced technologies, health science, public services, and transfer education. Programs falling into those various areas are listed in Table II-3. In fall, 1984, three new programs will commence. They are Quantity Foods, Human Services, and Math-Based Computer Science.

Curriculum development at the College is proceeding with attention to program areas and instructional philosophy. Accordingly, advanced technologies are being investigated with regard to existing and new programs. The College is actively involved and financially committed to CADD/CAM, computer networking, computer numerical control, metrology, office technologies and information systems, and health sciences. The approach of "instructional cores" is under consideration in program packaging. Such an approach would concentrate on the concept of Competency-Based Education. The College has established the framework for exploring the core concept with the creation of the Integrated Studies Division and fully expects to continue the exploration in those disciplines to be housed in the Advanced Technology and Health Sciences facility.

TABLE II-3
THE WILLIAMSPORT AREA COMMUNITY COLLEGE NEW PROGRAMS FOR FALL, 1984, AND PROJECTED FOR 1985-1993

New Programs
Advanced Technology Programs:
Robotics
Word Processing
Computer Assisted Design and Drafting (CADD)
Computer Assisted Manufacturing (CAM)
Automated Manufacturing Techniques
Biomedical technician
Video Technology (Telecommunications)
Laser Technology
Fiber Optics Technology
Computer Numerical Control
Metrology
Health Occupations Programs:
Associate Degree in Nursing
Surgical Technology
Nuclear Medicine Technology
Radiation Therapy Technology
Communications Programs:
Technical Writing
Photography
Liberal Arts Program:
Math-Based Computer Science (Fall, 1984)
Food Services Programs:
Quantity Foods (Fall, 1984)
Chefs Program
Social Services Program:
Human Services Assistant (Fall, 1984)
Earth Science Programs:
Turf Grass Maintenance
Urban Forestry
Danville Farm Program:
Agricultural Mechanics

Secondary Vocational Programs

Currently, the College provides instruction in fourteen secondary vocational programs for high school students in the sponsoring school districts. Those programs are listed below:

- Auto Body Repair
- Auto Mechanics
- Aviation
- Carpentry
- Cosmetology
- Drafting
- Electrical Construction
- Forestry
- Health Assistant
- Horticulture
- Machine Shop
- Masonry
- Small Engine Repair
- Welding

Five new programs have been identified for implementation between Fall, 1985, and 1993. They are the following:

- Quantity Foods Management
- Health Occupations (differs from Health Assistant)
- Computer Operator
- Computer Science Technician
- Electronics

The College is exploring several options with instructional delivery in the secondary vocational program. Two primary efforts are presently in the "pilot" stage of development. First, in Small Engine Repair both the secondary and postsecondary programs have been combined. Second, the postsecondary Electronics program is implementing the "seniors only" approach for advanced secondary vocational students. These instructional approaches are examples of the College's commitment to alternate instructional delivery and to more effective and efficient utilization of College resources.

Enrollment Projections

Ten-year enrollment projections have been made for the College in aggregate and for programs individually. Both postsecondary (Table II-4) and secondary vocational program (Table II-5) enrollment projections have been made for the time period 1984-1993. As part of the Facilities and Site Master Plan, academic Division Directors were requested to forecast program enrollments for each program contained in their Division. For the most part, they projected postsecondary enrollments based upon historical trends, current station capacities, and projected new additional capacities. Secondary enrollment projections are coordinated by the Director of the College's Secondary Programs and the Superintendents of the Sponsoring School Districts. Enrollment estimates will be revised annually to account for changes that occur.

An analysis of the College's enrollment projections shows an overall growth of 23%, an average annual rate of 2.3%, for the ten-year period. This growth is accounted for by several College characteristics and recent developments. First, the College's student population is full-time, predominantly male, young, and extensively vocational/technical oriented. Population demographics document the increasing size of the "older" age cohorts. College programming and instructional delivery will attempt to service more of those age groups. Second, facilities at the College had deteriorated since the mid-seventies.

TABLE II-4
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
POSTSECONDARY ENROLLMENT PROJECTIONS BY CAMPUS LOCATIONS AND BY CURRENT PROGRAM: 1983-1993

LOCATION	Actual	Headcount Enrollments Projected					Increase (Decrease) 1983-93
Program Name	1983	1984	1985	1986	1988	1993	Percentage
WILLIAMSPORT CAMPUS							
Accounting	155	158	160	163	168	185	19%
Advertising Art	44	46	46	46	46	46	4
Air Conditioning/ Refrigeration	43	68	68	80	80	80	86
Architectural Technology	41	40	45	50	50	50	22
Auto Body Repair	41	41	41	41	41	41	-
Auto Mechanics	55	55	55	60	60	70	27
Automotive Technology	39	42	50	50	50	50	28
Broadcasting	44	45	45	45	45	45	2
Business Management	185	177	182	186	195	210	14
Carpentry & Building Construction Technology	65	45	50	55	55	55	(2)
Civil Engineering Technology	38	32	35	35	40	40	5
Clerical Studies	7	7	7	7	7	7	-
Computer Operator	28	28	25	28	30	31	11
Computer Information Systems	317	325	330	335	345	365	15
Construction Carpentry	141	140	140	145	150	150	6
Dental Hygiene	43	47	47	47	55	55	28
Diesel Mechanics	90	100	100	124	144	150	67
Dietetic Technician	30	30	30	30	32	35	17
Electrical Construction	105	88	90	100	100	100	(5)
Electrical Technology	91	105	120	130	135	140	54
Electronics Technology	151	171	193	200	220	220	46
Engineering Drafting Technology	48	58	58	78	78	78	62
Food & Hospitality Mgmt.	53	90	95	100	105	105	98
General/Individual Studies	328	350	375	385	400	440	34
Graphic Arts	56	65	70	73	75	80	43
Industrial Drafting	36	40	45	45	45	45	25
Journalism	24	26	28	30	30	30	25
Machine Tood Tech.	109	110	115	120	140	160	47
Machinist General	76	76	80	80	90	95	25
Plumbing & Heating*	90	68	70	70	70	80	(11)
Practical Nursing	113	90	90	90	90	90	(20)
Printing	3	3	3	3	3	3	-
Radiologic Technology	34	34	34	34	34	34	-

TABLE II-4 - continued

LOCATION Program Name	Actual 1983	Headcount Enrollments Projected 1984	1985	1986	1988	1993	Increase (Decrease) 1983-93 Percentage
WILLIAMSPORT CAMPUS							
Respiratory Therapy	4	4	3	3	3	3	(25)
Retail Management	35	35	35	35	30	25	(28)
Secretarial Science	108	111	108	108	103	98	(9)
Surgical Technology	12	12	12	12	15	18	50
Technical Illustration	10	10	12	12	12	12	20
Technology Studies	14	15	15	16	18	18	29
Tool Design Technology	30	40	60	60	60	60	100
Welding	77	60	70	75	75	75	(3)
Word Processing	31	60	65	70	75	75	142
SUB-TOTAL	3,044	3,146	3,302	3,456	3,599	3,749	23
NORTH CAMPUS							
Computer Science Tech.	24	45	45	45	45	45	88
Non-Degree	63	65	67	70	75	85	35
Practical Nursing	27	30	30	30	15	15	(44)
Secretarial Science	10	20	5	0	0	0	(100)
Word Processing	0	12	15	25	25	25	
SUB-TOTAL	124	172	162	170	160	170	37
EARTH SCIENCE CENTER							
Agribusiness	29	28	30	32	34	40	38
Floriculture	37	38	38	39	40	42	14
Forest Technology	54	55	55	56	56	57	6
Nursery Mangement	33	34	34	36	37	40	21
Service & Operation of Heavy Construction Equip.	109	95	95	85	85	85	(22)
Wood Products Technology	17	17	12	0	0	0	(100)
SUB-TOTAL	279	267	264	248	252	264	(15)
AVIATION CENTER							
Aviation Maintenance/ Technician**	63	70	73	91	95	107	70
DANVILLE FARM							
Dairy Herd Management	15	17	20	25	25	35	133
Unclassified	430	444	458	472	486	500	16
GRAND TOTAL	3,955	4,116	4,279	4,462	4,617	4,825	23

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*Enrollment fluctuation is caused by the admission of two sections of students every other fall semester.

**Data reported includes existing as well as proposed new programs.

TABLE II-5
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
SECONDARY ENROLLMENT PROJECTIONS BY CAMPUS LOCATIONS AND BY CURRENT PROGRAM: 1983-1993

LOCATION Program Name	Actual	Headcount Enrollments Projected					Increase (Decrease) 1983-93 Percentage
	1983	1984	1985	1986	1988	1993	
WILLIAMSPORT CAMPUS							
Auto Body Repair	122	80	80	80	80	80	(22)
Auto Mechanics	98	96	94	92	88	80	(18)
Carpentry	107	102	97	95	90	80	(27)
Cosmetology*	--	--	--	--	--	--	--
Drafting	37	38	38	40	40	40	13
Electrical Construction	34	34	32	32	32	30	(4)
Health Assistant	70	50	40	40	40	40	(30)
Machine Shop	62	65	65	65	65	65	3
Masonry	28	25	25	25	25	20	(8)
Welding	100	95	90	85	80	70	(30)
SUB-TOTAL	658	585	561	554	540	505	
AVIATION CENTER							
Aviation	43	40	40	22	0	0	7
SUB-TOTAL	701	625	601	576	540	505	
EARTH SCIENCE							
Forestry	55	55	56	56	60	60	5
Horticulture	49	50	50	50	45	45	(4)
Small Engine Repair	31	31	33	35	35	37	6
GRAND TOTAL	836	761	740	717	680	647	

*Program is offered via off-site contracting.

Not only did that situation contribute to the College's image, it also mitigated against assimilating advanced technologies and associated sophisticated equipment. Over the past three years, considerable progress has been made in rectifying the situation and improving the overall physical condition of the College. Third, the College has actively and progressively moved toward curriculum enhancements. Specifically, over $3 million has been expended on instructional equipment over the past three years. Just recently articulation agreements have been signed with two local universities, Lock Haven and Mansfield. Other agreements are forthcoming with Kutztown and Bloomsburg Universities, the Capitol Campus of the Pennsylvania State University, and the Rochester Institute of Technology. These agreements are evidence of the College's increased emphasis on transfer programs. Fourth, the College is recognized by both the State and the immediate service area as a vital link in economic development. The College has a highly positive image with business and industry and the communities that it serves. With the development of the Williamsport Area Community College Foundation, the College will strive to maintain a high level of external involvement in the future direction and development of its programs and services and its facilities.

In a time of radical and rapid changes, the College has identified the need for an enrollment projection process and model which is more sensitive to the dynamics of change. To this end, the President has established an ad hoc committee to develop an enrollment projection model by October 1, 1984, and has directed that the system be used to develop projections for use in budget preparation for fiscal year 1986, and beyond. Initial research and study suggest that the College will be best served by a "component yield" rather than a "curve-fitting" approach.

Operating Costs

Programmatic and physical facilities-related activities have been very significant since 1980, and that level, slightly attenuated, is expected to continue into the near future. With this development comes the potential for increases in the College's operating costs. Outside of economic variables affecting operating costs, the institution has carefully considered the impact of new programs and facilities, including renovations, remodeling, and reclamation projects, on the sponsor district's and student's abilities to pay the cost of education.

An outcome of those considerations is that operating costs associated with the College's current and planned expansions, along with rectifying certain unacceptable physical conditions, will be significantly offset by increased capacity, improved efficiencies and decreased maintenance. Without exception, the College's physical plant has been its greatest liability both in terms of its operating costs and its ability to accommodate enrollment demands. Therefore, recent developments and those planned in the Facilities and Site Master Plan are seen as providing the College with greater control over its total operating costs.

Over the past three years, the College has maintained program "waiting lists" for several of its programs. Even in those instances where extra sections were feasible, access to instructional space was limited by work stations. Therefore, economies of scale associated with larger numbers could not be realized. With new and improved facilities and appropriate instructional equipment, the College can fully expect to operate more effectively and efficiently.

Likewise, with the completion of major renovation projects, the College can redirect those previously committed resources and energies. For the most part, existing problems of heat distribution systems, structural and roof defects, antiquated and hazardous electrical service systems, and ineffective air and ventilation systems have been corrected. Each of these areas were consuming inordinate amounts of the operating and capital budgets. Now, the cost of maintaining certain structures will require less than has been budgeted previously. Several examples are appropriate.

First, the new Lifelong Education Center (LEC) Building will come on-line in June, 1984. This building will house programs that currently operate out of the Academic Center and the Administration Building, both very inappropriate for those programs. Unlike the Academic Center, the Administration Building is structurally unsound and beset with many problems, including roof, heat distribution, and general interior and exterior deterioration. Accordingly, it is scheduled for demolition on or about January 1, 1985. At that time, approximately $60,000 of annual maintenance costs can be saved. This amount is considerably more than is projected for the operation of the new LEC.

Energy projects in the Academic Center, the Gymnasium, the Technical Trades Center, and the North Campus have reduced total maintenance and operating expenses by as much as 40 percent. These projects included thermal window installations, insulation, roof replacements, realignment/replacement of heat distribution systems and the use of residual capacities, reduction in the amount of exposed glass and skylights, the consolidation of previously exposed external walls into enclosed interior walls, and a change-over from secondary power to primary electrical power service.

Although the proposed Advanced Technology and Health Sciences Center will not benefit from the residual capacities of new heat distribution systems, it will, nevertheless, be more energy efficient than existing structures. Particular attention will be given to the many energy conservation techniques currently available. In the area of program enrollment, a large percentage of the total enrollment growth will be attributable to the new building. Therefore, it is not expected to adversely affect the College's operating cost ratios.

Since most of these accomplishments were completed as capital projects funded as part of the Stage I and II building programs or as part of federal grants, the long term prospect is for substantial reductions in the portion of the College's operating budget that is devoted to physical plant and maintenance. Thus, the ability to accommodate more students and the improved economics of the physical plant should effectively retard the growth of the College's overall operating costs.

This chapter, in some instances, has offered more assessment, and, at other times, has indicated College trends. Also, some data analysis has been made part of this section. Taken with the more extensive assessment, it provides the background and context for understanding the development of the College's philosophy and mission statements.

CHAPTER III

SELECTED PLANNING FACTORS: CONDITIONS, TRENDS, AND PROJECTIONS
1987

Since the publishing of the 1984 Long Range Plan, a number of environmental factors and conditions have changed significantly. Internal factors have been greatly impacted by the change in sponsorship from 20 school districts to the City of Williamsport. Externally, the economic environment has improved greatly, unemployment in the Williamsport labor market area has been consistently below the national and Pennsylvania average. The legislative environment has also changed. A new governor has taken office, variable stipend legislation has been enacted; however, an increase in the state's share of the provision of one-third of costs has not been realized. This chapter will examine each of these factors in detail, with particular attention paid to changes in the internal conditions of the institution.

Population and Labor Force Characteristics

Between the 1980 Census and 1987, the estimated population of Lycoming County has decreased 3.3 percent to 116,100. This decrease is not evenly distributed among all age groups. The 20-44 year age group and the over 65 age group increased in population by four and five percent respectively. A twelve percent drop occurred in the school-age group.[1]

In the Williamsport Metropolitan Statistical Area (MSA) which consists of Lycoming County, there is a higher percentage of youth and females in the labor force than in other areas of the state. The labor force consists of 44.2 percent females and 7.7 percent youth (aged 16-19) in the Williamsport MSA whereas Pennsylvania has 43.7 and 7.2 percent respectively.

During times of economic downturn, the Williamsport MSA is usually hit harder than the overall state. Manufacturing, an industry segment more adversely affected during an economic downturn, has a higher concentration of jobs in Williamsport than do other parts of the state: 32.3 percent of employment in Williamsport is in manufacturing as compared to 23.0 percent in Pennsylvania and 19.9 percent in the United States.

Over the last twenty years, employment in non-factory jobs rose by 11,600 jobs while manufacturing jobs dropped by 3,900. Two segments of the manufacturing sector grew. Jobs in lumber and wood products suffered a loss in 1983 but rebounded to a new high of 2,100 in 1985. Over the past ten years, the food products industry has expanded by 300. All other manufacturing lines have decreased or remained unchanged.

[1] Annual Planning Information Report for Williamsport MSA: Lycoming County Fiscal Year 1987, Commonwealth of Pennsylvania, Department of Labor and Industry, Office of Employment Security, September 1986.

The two largest gains in the non-factory sector were in wholesale and retail trade and the service industry. The service industries provided an average of 8,800 jobs in the Williamsport area during 1985. Most of the gains can be attributed to increments in area hospitals and geriatric units. Between March 1986 and March 1987, employment in all establishments grew by 1,800 jobs. The increase was evenly split between manufacturing and nonmanufacturing establishments. Manufacturing growth has been the result of new firms locating in the area and the expansion of existing sites.

Unemployment in Williamsport has been on the downswing. March 1987 was the 42nd consecutive month that the unemployment rate of the current month was lower than it was for the same month a year earlier. Since 1983, each year's peak employment level has been higher than the previous year, and the lowest unemployment has been below that for the previous year. In June 1987, the Williamsport MSA's seasonally adjusted unemployment rate of 4.8 was below the Pennsylvania average of 5.7 and the United States average of 6.1

State Legislation

Historically, community colleges in Pennsylvania have been disadvantaged in three important regards in their quest for adequate funding from the state. Foremost, the community colleges, collectively, do not have a strong, extensive public constituency because they are neither old enough nor large enough; accordingly, they also do not have an inherently strong base of support for legislative initiatives with substantial fiscal impact. Second, the 1964 legislation establishing community colleges and the funding basis for community colleges was critically flawed from the outset. The provisions for funding included no escalator clause, and thus require, each year, passage of specific enabling legislation separate from an omnibus appropriation act to increase funding. Further, no mechanism or staffing has ever been provided for coordination, advocacy, and other support at the state level.

Despite those deficiencies, the community colleges did secure substantial new dollars in the state's appropriation for 1984-85 with passage of variable stipend legislation. That legislation established new state-wide and advanced technology stipend categories by which the state pays a premium per equivalent full-time (EFT) enrollment in certain programs. In 1986-87 just under 40 percent of the College's total EFT enrollments qualified for one of these new categories. Despite that infusion of new dollars, the College's state allocation remains below one-third of the cost per EFT for operating.

The report of the Governor's Commission on Financing Postsecondary Education was issued but never implemented; nor were any other of the legislative initiatives cited as prospects in that plan - other than variable stipend - enacted into law.

The election of Democrat Robert Casey as Governor in the Fall of 1986 ended eight years of republican administration and ushered in a period of considerable uncertainty for state government in the short term. The democrat-controlled House of Representatives maintained its slight 1.5 percent voting edge, and the republicans slight edge was retained in the Senate following the 1986 elections. A key element of Governor Casey's platform was a comprehensive Economic Development Partnership plan, a number of important features which have already been activated. One of its features, a call for better coordinated and more extensive job training, could impact on community colleges; however, preliminary assessment suggests we can expect more cosmetic than substantive change. A task force on delivery of technical education has been appointed and is expected to recommend changes in time for inclusion in the next state budget cycle. The task force, whose chair is a community college President, is expected to issue a call for increased coordination and funding for community colleges, and for improved focus on community colleges as primary deliverers of technical education. However, the prospects that such recommendations will be operationalized are uncertain. In Pennsylvania, unlike many states, the Democratic party has not been overly supportive of community colleges. Most important legislative initiatives in recent years have emanated from the republican-controlled senate chamber, and most of the leadership in support of such measures has been provided by republicans of both houses rather than by democrats.

The primary thrust of future lobbying efforts by supporters of community colleges in Pennsylvania is expected to be revision of present formulas for funding. In particular, present limits on the state's share of funding (a maximum of one-third of $2,400) and levels of stipend funding for approved occupational programs will be targeted for increases.

Resource Development

The futures of both the Ben Franklin Partnership and Customized Job Training programs are presently very uncertain. Governor Casey's Economic Development Partnership initiative, which he wanted to have approved by the legislature prior to June 30, 1987, has not been approved. The resulting delay could be three to four months, with no certainty that the Governor's initiative ultimately will be approved. The plan for formulation of the Economic Development Partnership included merging both the Ben Franklin Partnership and Customized Job Training programs as well as other economic development initiatives under this single umbrella activity. Failure of the legislature to approve creation of the Partnership has raised tremendous uncertainty relating to the continuation of both the Ben Franklin Partnership program and the Customized Job Training program.

The Regional Planning Unit initiative is a direct, critical threat to the College. This initiative will distribute funds on a regional formula basis rather than by competitive proposals. Distribution of funds by formula could reduce available federal funds for The Williamsport Area Community College by several hundred thousand dollars per year. The Regional Planning Unit initiative, piloted by the Pennsylvania Department of Education during 1986-87 will continue as a pilot in 1987-88. If this initiative is expanded to include the distribution of funds from the Carl D. Perkins Vocational Education Act, the threat to the College's grant funding becomes critical.

At the federal level, the College's ability to capture significant amounts of Federal funds will continue to be threatened so long as President Reagan attempts to remove all funding for vocational education from the Federal budget. In addition the objective of Secretary of Education William J. Bennett to dismantle the Department of Education and reduce the Federal role could negatively impact upon the College's ability to secure grant funding.

Regional and Local Developments

Economic development activities have resulted in several new initiatives in the economic arena. Grummann Allied Industries received a contract to replace all of the U.S. Postal Delivery trucks. More than 350 employees are needed to complete the $1.3 billion contract. Kellogg Company has purchased the Muncy Frito-Lay plant and will be reestablishing a business at that plant. The College has received over $1.1 million in Customized Job Training funds to assist these industries in preparing a skilled workforce.

A warehouse distribution center is being built for William Morris and Co., one of the nation's leading publishing firms. One hundred employees will initially be added to the workforce, with the possible addition of 50 at a later date. BonTon's, Hoss's Steak House, and Hardee's have just opened new retail businesses with a combined workforce of 325 employees. The area continues to see growth in the establishing of new firms and in its reputation as being a good place to live and locate businesses. The Pennsylvania Chamber of Commerce awarded Williamsport the honor of being the Outstanding Pennsylvania Community of 1987.

The environment of The Williamsport Area Community College changed on July 1, 1985, when the sponsorship of the College passed from 20 school districts to the City of Williamsport. The new sponsorship arrangement has resulted in changes in the types of students who enroll at the College; the College has needed to rely more on enrollments from people who reside outside of the ten county service area. The next section will detail some of the characteristics of the students under the new sponsorship agreement as well as identify trends in changes in the student population.

Internal Factors and Performance Measures

Table III-1 updates Table II-1. Some of the data may vary from the previous table. Every attempt has been made to assure that the data reported in this table is parallel across the years reported; hence, some data has been updated to assure comparability.

TABLE III-1
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
SELECTED PLANNING FACTORS
1979-1986

	YEAR							
Factor	1979	1980	1981	1982	1983	1984	1985	1986
ENROLLMENTS BY OPERATING UNIT								
College Total (Postsecondary & CLE)								
Total Headcount	6485	7760	9301	11875	11410	12344	12151	13026
Total FTE	3199	3434	3684	4031	4205	4301	3931	3781
FTE/Headcount	.49	.44	.40	.34	.37	.35	.32	.29
Postsecondary								
Headcount	3169	3364	3505	3700	3955	4086	3584	3358
FTE	2798	2991	3120	3288	3430	3489	3035	2736
FTE/Headcount	.88	.89	.89	.89	.87	.85	.85	.81
CLE								
Headcount	3316	4396	5796	8175	7455	8258	8567	9668
FTE	401	443	564	743	775	812	896	1045
FTE/Headcount	.121	.101	.097	.091	.104	.098	.105	.108
Secondary Total								
Headcount	1191	1133	1043	993	915	791	657	609
POSTSECONDARY ENROLLMENTS								
Source								
Sponsor Districts	48%	47%	48%	53%	56%	58%	32%	16%
Ten County Service Area	65%	63%	66%	66%	71%	72%	59%	56%
Status								
Full-time	82%	82%	83%	82%	79%	76%	75%	71%
Part-time	18%	18%	17%	18%	21%	24%	25%	29%
Sex								
Female	32%	33%	34%	33%	36%	39%	40%	40%
Male	68%	67%	66%	67%	64%	61%	60%	60%
Race								
Nonwhite	1.1%	2.5%	1.2%	1.2%	1.4%	1.5%	1.6%	1.9%
White	98.9%	97.5%	98.8%	98.8%	98.6%	98.6%	98.4%	98.2%
Average Age	21	21	22	22	23	23.9	24.8	25.1
POSTSECONDARY ADMISSIONS								
Total Applications[1]	NA	NA	2877	3138	3219	3399	2698	2327
Students Enrolled[1]	NA	NA	1608	1720	1831	1905	1567	1466
New Students/Applications[1]	NA	NA	.56	.55	.57	.56	.58	.63
Student Preparation								
Single Deficiency								
Associate Degree	NA	237	268	336	366	320	353	414
Certificate	NA	137	129	155	180	130	142	172
Multiple Deficiency								
Associate Degree	NA	192	272	348	331	344	306	245
Certificate	NA	35	32	57	55	52	51	76
Combined	NA	601	701	896	932	846	852	907
Percent of New Students	NA	NA	44%	52%	51%	44%	54%	62%

TABLE III-1 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
SELECTED PLANNING FACTORS
1979-1986

Factor	1979	1980	1981	1982	1983	1984	1985	1986
POSTSECONDARY STUDENT PERFORMANCE								
Grade Point Average[1]	NA	NA	NA	NA	2.86	2.86	2.85	2.92
Degrees Awarded								
Associate	503	458	611	612	696	699	658	545
Certificate	495	603	550	604	586	505	418	309
Total	998	1061	1161	1216	1282	1204	1076	854
Total/Headcount	.31	.32	.33	.33	.32	.29	.30	.25
Graduate Placement Rate	87%	94%	95%	81%	86%	85%	83%	92%
Graduate Average Salary	$10,500	$10,800	$11,700	$12,463	$11,790	$12,025	$12,670	$13,560
FINANCIAL AID								
Amount	$2,409,865	$3,540,867	$4,868,089	$5,871,200	$5,896,601	$6,582,931	$6,767,615	$6,758,277
Average/Recipient[1]	NA	NA	$2,082	$2,275	$2,467	$2,530	$2,552	$2,811
Number of Recipients[1,2]	NA	NA	2338	2581	2390	2602	2652	2404
EDUCATIONAL & GENERAL (E & G) EXPENDITURES								
Total E & G Expenditures	$8,494,908	$9,909,869	$11,060,869	$10,767,973	$12,026,617	$12,894,409	$14,160,454	$14,172,945
Total E & G/FTE	$1,809	$2,047	$2,325	$2,352	$2,443	$2,580	$2,909	$3,183
Postsecondary/FTE	$2,106	$2,284	$2,579	$2,688	$2,941	$3,081	$3,466	$3,025
CLE/FTE	$492	$696	$901	$732	$584	$721	$724	$888
Secondary/FTE	$877	$1,005	$1,102	$1,200	$1,364	$1,581	$1,783	$1,788
STAFF/PERSONNEL (TOTAL COLLEGE AND SECONDARY)[3]								
Faculty (Full-time)[4]	153	170	176	183	185	187	171	157
APT	NA	NA	71	68	80	95	93	108
Classified/Service	NA	NA	138	124	126	139	140	142
Total	NA	NA	385	375	391	421	404	407
Student/Faculty Ratio[1,5]	19.8:1	23.0:1	21.0:1	20.7:1	19.5:1	18.5:1	17.5:1	17.8:1
Average Class Size[1,5]	20	20	21	22	21	20	19	19
TUITION (PENNSYLVANIA RESIDENT)[2,6]								
Sponsored	$390	$440	$474	$515	$561	$594	$683	$828
Non-Sponsored	$850	$940	$1,048	$1,237	$1,384	$1,342	$1,581	$1,774

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[1] Fall
[2] Unduplicated
[3] The 1985 and 1986 data use EEOC guidelines to define personnel categories.
[4] Includes temporary full-time
[5] Postsecondary
[6] Includes tuition, service fee, & activity fee per semester for 16 credit hours
NA Not available

Enrollments

Since 1984, total College enrollments have decreased 12.1 percent, wholly as a result of decreases in postsecondary enrollments. Postsecondary enrollment decreased by 21.6 percent from the 1984 high of 3489, whereas, the Center for Lifelong Education (CLE) enrollments increased by 28.7 percent. Postsecondary enrollments decreases have been the result of the change in the sponsorship status of most residents of the ten county service area. Whereas, in 1984, 58 percent of students paid the sponsored tuition rate, in 1986, only 16 percent were residents of the sponsor district. Hence, the tuition rate nearly doubled for 42 percent of the potential student population by virtue of the change in the sponsorship agreement.

In addition, the ratio of FTE (full time equivalent enrollment) to headcount has continued to slide for postsecondary enrollments. Students are enrolling in fewer credit hours per semester. Hence, the same student FTE count is not producing as many credit hours of enrollment which impacts upon the amount of income generated.

Secondary enrollments have fallen yearly since 1979. Since 1984, 23 percent of enrollment has been lost. For the 1987-88 school year, indications are that the downward slide will end, with enrollments projected to hold relatively steady at 600.

The percentage of postsecondary student body who are female, older, and parttime continues to climb. In 1979 only 32 percent of students were females whereas by 1986, 40 percent of the enrollment was female. The percent of students who are female, however, continues to be significantly below the national average of 52 percent. The College's strength is in programming that has traditionally attracted predominately male enrollments. In addition, the average age of the postsecondary students has risen to 25.1 years as compared to 21 years of age in 1979 and the percentage of parttime students has risen 11 percent, from 18 percent in 1979 to 29 percent in 1986.

Admissions

The number of applications for admission peaked in 1984 when 3399 potential students applied for admission. In the two subsequent years, the number of applications decreased to 2327. The yield rate of students enrolled from each application remained fairly constant between 1981 and 1985. In 1986, new admission procedures, particularly the test/advise/schedule model was fully implemented. The yield rate increased by 5 percent; from 58 percent in 1985 to 63 percent in 1986. The maintenance of this increased yield rate will assist the College in improving its enrollment picture in future years.

Significantly more students who entered the College in 1986 were identified as needing remediation of deficiencies in either mathematics, reading, or writing skills or some combination of these subjects. Whereas the percent of students who needed remediation has varied from year to year from 44 percent to 54 percent, in 1986 the percentage increased to 62 percent. As the College moves to more advanced technology education, and curriculum require greater mathematics, reading, and writing skills, the challenge to provide this instruction will continue to grow.

Postsecondary Student Performance

The grade point average of students has been fairly constant between 1983 and 1986, varying less than one-tenth of a point. A greater percentage of students are graduating with associate degrees than ever before. In 1980 the smallest percentage of associate degrees were conferred, 43.1 percent whereas in 1986, 63.8 percent of all degrees awarded were associate degrees.

Graduate placement has varied from a low of 81 percent in 1982 to a high of 95 percent in 1981. Strong placement was realized by the graduating class of 1986 with 92 percent placement. Those students obtaining a job had an average salary of $13,560, the highest average salary ever reported by a graduating class.

Financial Aid

The availability of financial aid is important in attracting and retaining students. Over the last five years, the total amount of grants, loans, and work study monies administered by the College has increased by nearly $1 million, from $5,871,200 to $6,758,277. During that same period, the average aid per recipient increased nearly 25 percent, from $2,275 to $2,811. Because of the decreases in student enrollment brought on by the change in the College's sponsorship framework, the number of recipients peaked in 1984-85 at 2,652, but then dropped to 2,404 in 1985-86.

Over the past few years, there have been a number of regulatory changes affecting financial aid programs. The most significant of these was the Reauthorization of the Higher Education Act in October 1986. As a result of Reauthorization, eligibility requirements in many aid programs were tightened, yet those students eligible for assistance are likely to see higher grant and loan awards. In addition, there is increased emphasis on student debt management, satisfactory academic progress, drug education, and the prevention of waste, fraud, and abuse.

Several student assistance programs have been instituted or improved over the past few years. The College has streamlined its Scholarship Program, and now awards $20,000 to 40 outstanding students each year. In addition, a tuition subsidy program involving area townships, school districts, and companies provide thousands of dollars to dozens of area residents who are attending the College. The Pennsylvania Higher Education Assistance Agency developed two new loan programs to assist college-bound Pennsylvania residents. Under the nonsubsidized Guaranteed Student Loan Programs, students who are ineligible for a federally subsidized GSL can receive loan assistance from PHEAA and make quarterly payments. Under the PHEAA Alternative Loan Program, parents may borrow up to $10,000 per year to defray educational expenses. These two new loan programs virtually ensure that Pennsylvania residents can receive enough funding to pursue a college education.

In the coming years. the Financial Aid Office will continue its transformation from a processor of applications to a provider of services. In addition, financial aid programs and services will need to conform to the changing nature of student bodies. As the enrollment of part-time and nontraditional students increases, programs and services will need to be developed or revamped to meet the needs of these students. In light of the federal budget deficit and the fiscal concerns of states and higher education institutions, this will pose quite a challenge to financial aid officers who are attempting to use traditional resources to meet the needs of nontraditional students.

Finances

In 1986, the per capita expenditures for postsecondary programs ($3,025) decreased to below the 1984 level of $3,081. Between 1984 and 1986, per capita expenditures for non-credit programming in the Center for Lifelong Education (CLE) increased by 23 percent. Secondary per capital expenditures increased by 13 percent during the same period. Educational and general expenditures now total $14.1 million for postsecondary, secondary, and CLE programs.

Facilities

In 1986-87 the College opened two new buildings: The Professional Development Center and the Advanced Technology and Health Sciences Center. Significant renovations to existing campus buildings have also been planned, funded, and completed or are nearing completion.

Personnel

Employment of fulltime staff had dropped from a high of 421 to 407 in 1986. A significant drop in the number of fulltime faculty occurred after the College offered an Early Retirement program. In addition, vacant positions were not filled. Increases in administrative, professional, and technical (APT) employees are a result of new grant programs to aid in the recruitment and retention of high risk populations. In several cases, retrenched faculty were hired to fill APT positions made available by grant funding. The number of classified and service staff has remained constant although a significant increase in service staff will be realized in 1987 with the opening of new facilities on campus.

Of concern however, is the continuing decline of the student to faculty ratio from a high of 23 to 1 in 1980 to the 1986 ratio of 17 to 1. As the ratio decreases, and as average class sizes increase, the per student cost of offering instruction increases.

Tuition

On the average, between 1979 and 1986, tuition rose 11 percent per year. In 1987, 1986 tuition levels were maintained for both sponsored and nonsponsored students. The increase in tuition experienced by many students in 1985 and 1986 was not a result of an increase in the tuition charged to sponsored students but rather a result of a change of sponsorship status for residents of the twenty school districts that had previously sponsored the College.

Enrollment Projections

Enrollments are expected to increase in small increments over the next several years. Whereas the enrollment levels of 1984 are not expected to be obtained again within the next three to five years, new initiatives in programming and student recruitment are expected to continue the upward trend in enrollments.

Programs

An agressive program of curriculum review and new curriculum development has been maintained over the last several years. Much of this work has been supported by grants from federal sources. In addition, the College has obtained expertise in the use of the DACUM curriculum development process to assure that programs address the competencies required of expert workers employed by business and industry in the service area.

Table III-2 lists the programs that have been developed, revised, or are currently in the process of being developed and approved. Every division within the College has been active in maintaining currency in the curriculum process.

TABLE III-2
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
PROGRAMS
NEW, REVISED, AND IN PROGRESS
1984-1987

Programs	Board Approval
NEW PROGRAMS	
Human Services	Spring 1984
Diesel Degree	Summer 1984
Mathematical Computer Science	Summer 1984
Outdoor Power Equipment	Summer 1984
Quantity Foods	Summer 1984
Electronics Technology	Spring 1985
Automated Manufacturing	Spring 1986
Culinary Arts	Spring 1986
Dental Assisting	Spring 1986
Occupational Therapy Assistant	Spring 1986
Plastics and Polymer Technology	Spring 1987
REVISED PROGRAMS	
Broadcasting	Spring 1984
Journalism	Spring 1984
Computer Science	Summer 1984
Plumbing/Heating	Summer 1984
Practical Nursing	Summer 1984
Air Conditioning/Refrigeration	Spring 1985
Civil Engineering Technology	Spring 1985
Construction Carpentry	Spring 1985
Building Construction Technology	Spring 1985
Dental Hygiene	Spring 1985
Physical Education	Spring 1985
Practical Nursing	Spring 1985
Radiologic Technology	Spring 1985
Surgical Technology	Spring 1985
Clerical Studies	Spring 1985
Secretarial Office Administration	Summer 1985
Advertising Art	Summer 1986
Architectural Technology	Spring 1986
Computer Operations Technology	Spring 1986
Dietetic Technician	Spring 1986
Electrical Occupations	Spring 1986
Electrical Technology	Spring 1986
Electronics Technology	Spring 1986
Floriculture	Spring 1986
Food and Hospitality Management	Spring 1986
Forest Technology	Spring 1986
Human Services	Spring 1986
Landscape/Nursery Technology	Spring 1986
Surgical Technology	Spring 1986
Toolmaking Technology	Spring 1986

TABLE III-2 - continued
THE WILLIAMSPORT AREA COMMUNITY COLLEGE
PROGRAMS
NEW, REVISED, AND IN PROGRESS
1984-1987

Programs	Board Approval
REVISED PROGRAMS CONTINUED	
Building Construction Technology	Spring 1987
Construction Carpentry	Spring 1987
Civil Engineering Technology	Spring 1987
Heating/Ventilation/Air Conditioning	Spring 1987
Plumbing	Spring 1987
Refrigeration	Spring 1987
Mass Communications	Spring 1987
Service and Operations/Diesel	Spring 1987
Electronics Technology	Summer 1987
IN PROGRESS	
NEW	
Early Childhood Education	Spring 1988
Associate Degree Nurse	Spring 1988
REVISIONS	
Automotive Service Technician	Spring 1988
Industrial Drafting Technology	Spring 1988
Welding	Spring 1988
Automotive Technology	Spring 1988
Dental Hygiene	Spring 1989
Graphic Arts	Spring 1989
Surgical Technology	Spring 1989
Technical Illustration	Spring 1989
BEING DISCUSSED/EXPLORED	
Paralegal Assistant	Spring 1989
Production Inventory and Management	Spring 1989
Building Maintenance Technician	
Hotel/Motel Management	

CHAPTER IV

PHILOSOPHY, MISSION, AND GOALS

Introduction

Philosophy and mission statements are most often abstract in content. Operationally defined, philosophy statements express an institution's guiding principles and beliefs and provide the basis for the institution's role or mission. Mission statements describe the identity of the institution--its fundamental purposes and responsibilities to constituencies. It is the foundation for goals and objectives and therefore does not speak to specific actions or steps to be taken to achieve desired outcomes. Accordingly, it is appropriate and necessary that philosophy and mission statements should receive periodic review by the institution. In 1983 such a review was undertaken.

The philosophy and mission statement that follows was the outgrowth of a three month process that involved a wide range of participants in 1983. Members of the College Board of Trustees, faculty, administration, and other staff participated in the revision of the philosophy and mission. The description of the methodology used and the data collected can be found in Chapter IV of the Long Range Plan.

The goal statements were developed using the Community College Goals Instrument (CCGI) and subsequent input from and review by the Steering Committee. The process required nine months to accomplish from the administering of the survey until the goals were adopted by the Board of Trustees. Fourteen goals were identified for the College. The methodology used and results of the data collection are described later in this chapter.

Development of Philosophy and Mission Statements

As part of its approach to self-study and long-range planning, The Williamsport Area Community College incorporated the Steering Committee's Subcommittee on Philosophy and Mission. That committee was charged with "reviewing the current statements and proposing new drafts if deemed appropriate."

Once established, staffed, and organized, the Subcommittee energetically undertook its assignment. Extensive amounts of time and effort were expended by the committee and its members. Before embarking on an actual review of the existing College statements, the committee conducted a literature search seeking a framework for conducting the review. Each of these sequential activities are identified and presented below.

Philosophy and Mission Review--Process and Calendar

a. Subcommittee reviews current statement, background materials, and related issues by August 15, 1983.

b. Subcommittee distributes survey instrument for faculty, staff, and trustees to respond to by August 7, 1983.

c. Subcommittee collects and analyzes responses by August 14, 1983.

d. Subcommittee distributes draft mission and philosophy statement to faculty and staff by August 22, 1983.

e. Subcommittee holds open hearing on draft mission and philosophy statement on August 25, 1983.

f. Subcommittee presents proposed philosophy and mission statement to Steering Committee by September 12, 1983.

g. Steering Committee finalizes Chapter IV of the Long Range Plan --Mission and Philosophy--and transmits report to President's Council by September 19, 1983.

h. Board of Trustees adopt Philosophy and Mission statement in October, 1983.

After initial review of the current philosophy and mission statements, the Committee decided that more than a revision was required. Matching information contained in the Assessment Report with the College's philosophy and mission statements resulted in the conclusion that those statements were not sufficiently comprehensive to accommodate the future needs of the College and the service area. Therefore, the Committee decided to develop new statements.

In addition to insights gained from the literature research and committee discussions, an internal College constituency response was obtained through the administration of a comprehensive philosophy and mission survey. The questionnaire was administered to Board members, faculty members, administrators--deans, directors, and coordinators, and all other College staff. Completed and usable survey instruments were returned by 189 persons, yielding a response rate in excess of 70%. A summary of the survey data analysis is presented in Table IV-1.

Based on survey results and reactions from the College community, the subcommittee produced first drafts of the new philosophy and mission statements. After a series of reviews and lengthy subcommittee meetings, a structured, college-wide, open forum was held. Comments and suggestions received at that meeting provided the basis for a final round of review that resulted in the presentation of new Philosophy and Mission Statements for the College. In transmitting the final statements to the President for subsequent submission to the Board of Trustees, the committee stated that "...the extensive efforts of this LRP subcommittee have produced a positive product which are as follows:

TABLE IV-1

ANALYSIS OF THE WILLIAMSPORT AREA COMMUNITY COLLEGE PHILOSOPHY AND MISSION SURVEY DISTRIBUTION OF THOSE WHO FELT THAT A COMPONENT SHOULD BE INCLUDED IN THE COLLEGE'S PHILOSOPHY AND MISSION STATEMENT AND THE LEVEL OF AGREEMENT THEY ASSOCIATED WITH EACH COMPONENT AS STATED

Philosophy and Mission Statement	Percent of Group Agreeing Statement Should be Included — Respondent Group					Mean Level of Agreement With Statement[1] — Respondent Group				
	Board N=10	Faculty N=94	Adminis- tration N=32	Other Staff N=53	Total N=189	Board	Faculty	Adminis- tration	Other Staff	Total
Respond to community interests/needs	100.0	94.7	90.6	98.1	95.2	9.5	8.8	9.1	8.5	8.8
Continually evaluate role effectiveness	80.0	81.9	65.6	86.8	80.4	9.1	8.4	8.8	8.4	8.5
Leader for community improvement	90.0	79.8	71.9	81.1	79.4	7.1	8.2	7.5	6.9	7.7
Broad educational background equips individuals	90.0	81.7	78.1	71.7	78.7	8.4	7.9	7.7	7.1	7.7
Well-being tied to physical emotional health	90.0	75.3	56.3	75.0	72.7	8.4	8.3	8.5	7.9	8.2
Think independently/value conclusions	90.0	89.2	87.5	81.1	86.7	8.3	8.6	8.4	8.4	8.5
Critically analyze own opinion	70.0	82.2	81.3	71.7	78.4	8.6	8.5	8.5	7.7	8.3
Learning does/education should continue	90.0	92.4	93.8	94.3	93.0	9.0	9.1	9.7	8.6	9.1
Extending educational opportunities	90.0	92.5	81.3	90.6	89.9	9.0	8.7	9.1	9.1	8.9
Democratic society demands educated citizenry	90.0	81.7	68.8	69.2	76.5	8.1	8.6	8.7	8.3	8.5
Worth and importance of people	80.0	89.2	84.4	88.7	87.8	9.0	8.7	8.7	8.2	8.6
Individuals deserve care/support/ understanding	70.0	71.0	68.8	73.1	71.1	8.4	8.6	7.5	8.3	8.3
Assist individuals in advancement	90.0	89.2	100.0	90.6	91.5	9.0	8.6	8.4	8.0	8.4
Accessible educational services	100.0	81.7	78.1	88.7	84.0	8.8	8.0	8.5	7.8	8.1
Help individuals shape/adjust to change	80.0	89.1	81.3	84.9	86.1	7.8	8.1	8.2	7.2	7.8
Quality education service below baccalaureate	90.0	91.4	87.5	92.5	91.0	9.4	8.8	8.7	8.4	8.7
Quality technical/vocational opportunities	90.0	69.9	78.1	92.5	78.7	8.9	7.9	8.0	8.0	8.0
Serves 10 county service area	80.0	73.1	65.6	77.4	73.4	9.5	8.3	8.4	7.3	8.1
College's unique programming is a resource	90.0	82.1	78.1	79.2	81.4	9.7	8.7	8.4	7.6	8.4
Provides trained manpower	100.0	90.3	93.8	96.2	93.1	9.2	8.5	8.6	8.1	8.4
Cooperates with local schools/colleges	90.0	84.9	71.9	90.6	84.6	9.3	8.3	8.2	7.8	8.2
Provides continuing education opportunities	100.0	91.4	87.5	92.5	91.5	8.4	8.8	8.5	8.1	8.5
Enriches community/develops individuals	80.0	81.5	78.1	83.0	81.3	7.8	8.0	7.9	7.4	7.8
Offers instructional services for all	80.0	83.7	87.5	79.2	82.9	7.5	8.2	8.1	8.2	8.1
Established prerequisites for admission	80.0	85.9	75.0	79.2	81.8	9.0	9.1	8.8	8.4	8.9
Provides opportunities to develop skills	70.0	87.0	81.3	81.1	83.4	8.6	8.6	7.6	7.7	8.2
Recognizes/affirms heritage	80.0	89.2	65.6	79.2	81.9	9.3	8.9	8.8	7.9	8.6
Provides variety of programs/procedures	80.0	87.1	75.0	86.8	84.6	8.9	8.4	7.9	8.0	8.2
Develops ones' skills to make decisions	90.0	84.9	71.9	79.2	81.4	8.4	8.0	7.9	7.6	7.9
Provide campus life experience	80.0	78.5	62.5	59.6	70.6	8.1	7.4	7.6	6.5	7.3
Quality instruction/highest priority	90.0	86.0	84.4	88.7	86.7	9.6	9.2	8.8	8.2	8.8

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[1] The mean level of agreement of those who indicated that a component statement should appear.

1) reflects balanced statements of what the College is and aspires to be;

2) improves the focus and clarity of College philosophy and, in particular, College mission;

3) provides a strong foundation for development of College goals and objectives; and,

4) has broad base support and understanding."

The following Philosophy and Mission Statements, as developed by the Long Range Planning Steering Committee Subcommittee, were adopted by the Board of Trustees at its regularly scheduled meeting of October 6, 1983.

College Philosophy Statement

We believe in the dignity and worth of all individuals. We believe learning is a lifelong process and that all individuals should have opportunities for lifelong education. We believe education should help individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. We believe education should also provide for personal enrichment. To prosper in a complex and changing society, we believe individuals must learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people. We believe that competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work live. We believe the College is an integral part of the community it serves and must respond to identified needs and interests. In delivering educational services, we believe there is no substitute for the pursuit of excellence.

College Mission Statement

The Williamsport Area Community College is a public two-year comprehensive community college with a strong heritage and continuing emphasis on vocational-technical skills and knowledge. The College serves primarily the state-designated, ten-county North Central Pennsylvania area. Because of the extensive commitment to hands-on occupational programming, the College also serves as a regional, national, and international resource.

The College seeks to implement its philosophy by providing the following:
* quality postsecondary occupational and transfer programs and services for all those who can benefit, including those who have previously discontinued their formal education
* quality vocational-technical programs and services for area secondary students
* accessible full- and part-time educational opportunities and services which address a wide spectrum of individual needs and abilities through varied formats, schedules, geographic locations, and short-term courses

* educational programming related to economic and employment realities
* additional and enriched career options through cooperation with industry, business, professions, government, and other educational institutions
* comprehensive programs which integrate communications, math, science, humanities, interpersonal skills, reasoning, and physical health and safety
* opportunity to develop skills needed to enter and succeed in programs
* continuing opportunities to extend and upgrade skills, knowledge, and interests
* support for informed decisions using knowledge of abilities, interests, and values realized through testing, evaluation and counseling, as well as instruction
* opportunities to develop personal, social, and cultural dimensions

The College affirms that excellence in instruction at reasonable student cost is its highest priority. The College is accountable for its mission within the limitations of its physical and financial resources.

The new philosophy and mission statements reaffirm the College's strong heritage of vocational technical education and "hands-on" instruction, and lays the foundation for the College to be responsive to its service area constituencies. These statements provide the focus for the goals of the College.

Development of Goal Statement

Goals are statements which describe ultimate ends and achievements that are sought by the institution. As such, they are broad statements of need that provide general focus for institutional action. Accordingly, goals are the transition from philosophy and mission to institutional objectives. They differ from objectives in terms of specificity, accountability, and time.

Fourteen goals were developed by the College during the planning process in 1983-84. The global nature of goals permit longevity of applicability. Hence, the goals developed two years ago are still applicable to the current environment of the College. The fourteen goal areas of The Williamsport Area Community College follow.

The first concern of the College in undertaking the creation of a new set of goals was the development of a process and the identification of participants. Aware of the College's new Philosophy and Mission statements, the Long Range Planning Steering Committee created a Subcommittee on Goals. That committee was created not only to answer those preceding questions, but also to develop and recommend a new set of College goals. Commencing in a fashion similar to the Philosophy and Mission Subcommittee, the Goals Committee created a sequential process and accompanying calendar. Each step and target date are detailed below.

Goals--Process

a. Selection of goals setting process including process methodology
b. Adoption of methodology
c. Identification of goals setting participants
d. Sample construction and drawing
e. Administration of the goals setting process, Community College Goals Inventory (CCGI), from September 5-30, 1983
f. Instrument dissemination and collection
g. Data preparation and analysis completed by Education Testing Service (ETS) and Educational Research, Planning, and Evaluation (ERP&E), December 19, 1983
h. Preliminary drafting of goals instrument analysis report completed
i. Goal setting review and report finalization
j. Steering Committee Planning Group review and reaction
k. Second draft finalizing
l. President's review
m. Report finalized and distributed to Area Committees, forwarded to the President
n. Board of Trustees adopts Goals during March, 1984

In order to decide on the most appropriate procedure, the Committee reviewed several studies involving goal-setting approaches at various community colleges. Results of the research suggested that surveys were most commonly used. Again, the research revealed that ETS' CCGI was widely accepted and enjoyed widespread application in community colleges.

After reviewing ETS' approach to goal-setting, the Committee proposed the CCGI to the Steering Committee. The President approved the committee's formal resource request for implementing ETS' CCGI at the College.

Description of the Community College Goals Inventory

The Community College Goals Inventory is a survey-based goals-setting process. Established in 1973, it has been effectively applied at numerous community colleges in the United States and Canada. The basic structure of the instrument consists of ninety goal statements. These statements are grouped into twenty goal areas of four statements each and into ten separate miscellaneous goal statements. The twenty goal areas are divided into outcome and process goals.

In addition to goal areas and miscellaneous goals, the Community College Goals Inventory permits inclusion of local option goal statements. In that section, the Subcommittee on Goals identified ten goal statements representing aspects of the College that were not sufficiently addressed by the Community College Goals Inventory. Therefore, as administered at The Williamsport Area Community College, the Community College Goals Inventory contained 100 goal statements.

The Community College Goals Inventory asks respondents to indicate their assessment of a goal statement on a scale of answer choices that range from a numerical value of one (of no importance or not applicable) to five (of extremely high importance). Determination of those who will participate in survey selection usually coincides with the identification of the College's service area constituencies. A structured sample was configured that represented characteristics of the College community to be administered the Community College Goals Inventory.

Population Identification

Since the College is actively committed to a comprehensive long range planning process, it desired to acquire and receive input from each of its identified constituent populations. Accordingly, the Committee identified five subgroups of respondents to participate in the Community College Goals Inventory. These groups were as follows: students, postsecondary and secondary; faculty, part-time and full-time; all non-faculty College staff; Trustees, Presidents of sponsoring school district boards, the General Advisory Council, and Program Advisory Councils; and, community-based respondents, elected officials, community leaders, business and industry leaders, union officials, and area regional planners. A sample of over 500 individuals was administered the Community College Goals Inventory. Slightly more than 50% of those surveyed completed and returned usable surveys.

Analysis

Data analyses of the Community College Goals Inventory were provided in two parts. First, computer data printouts were received from Educational Testing Services as part of the Community College Goals Inventory package. These printout sheets provided "Is" and "Should Be" means, discrepancies between the two means, and summaries of respondent descriptions. Goal area summaries, miscellaneous goal statements, and optional local goal statements were analyzed in terms of "Is" and "Should Be" means and discrepancies between the means for the total respondent group and the five subgroups.

Second, rankings of goal area summaries, miscellaneous goals, and local option goals by "Should Be" and "Is" means were completed. The following five tables contain those rankings. Goal areas ranked by highest "Should Be" means are contained in Table IV-2. Clearly, the three instructional areas of vocational/technical preparation, general education, and developmental/remedial education are perceived as having high importance to the College. Also, counseling and advising and College community are non-instructional areas ranked high in importance to the College.

Only one of the miscellaneous goal statements received a ranking of high importance to the College. That statement focused on the need to maintain high standards of academic performance (Table IV-3).

On the other hand, several of the local option goal statements received high importance ratings. These statements (Table IV-4) dealt with instructional philosophy, facilities and equipment, educational opportunity and accessibility, and the needs of business and industry.

As was the case for goal areas and miscellaneous and local option goal statements, consistency and consensus were displayed across the five sub-groups for the 100 separate goal statements. All goal statements that received a mean of 4.0 or greater by the total group are listed by highest "Should Be" means in Table IV-5. Those results, taken with statements exhibiting a large discrepancy, 1.0 or greater (Table IV-6), contributed most to the Committees' first cut before establishing a set of institutional goals.

TABLE IV-2
Ranking of Community College Goals Instrument Goal Areas by "Should Be" and "Is" Means for the Total Group

	Means					
	"Should Be"		"Is"		Discrepancy[a]	
Goal Area	Rank	x	Rank	x	Rank	Diff
Vocational/Technical Preparation	1	4.37	1	3.60	11	.77
General Education	2	4.23	2	3.48	13	.75
Counseling & Advising	3	4.09	6	3.20	7	.89
Developmental/Remedial	4	4.08	4	3.22	9	.86
College Community	5	4.07	14	2.79	1	1.28
Personal Development	6	3.97	12	2.90	3	1.07
Lifelong Learning	7	3.95	3	3.30	17	.65
Intellectual Orientation	8	3.94	10	3.01	5	.93
Effective Management	9	3.92	7	3.17	14	.75
Faculty/Staff Development	10	3.89	11	2.98	6	.91
Accountability	10	3.89	4	3.22	15	.67
Student Services	11	3.80	9	3.03	12	.77
Intellectual Environment	12	3.76	17	2.66	2	1.10
Accessibility	13	3.69	8	3.14	19	.55
Innovation	14	3.65	15	2.77	8	.88
Humanism/Altruism	15	3.61	18	2.55	4	1.06
Community Services	16	3.51	16	2.73	10	.78
Freedom	17	3.40	13	2.89	20	.51
Social Criticism	18	3.11	19	2.50	18	.61
Cultural/Aesthetic Awareness	19	2.88	20	2.22	16	.66

[a] "Should Be" mean minus "Is" mean

TABLE IV-3

Ranking of Community College Goals Instrument Miscellaneous Goals by "Should Be" and "Is" Means for the Total Group

	Means					
Miscellaneous Goal Statement	"Should Be"		"Is"		Discrepancy[a]	
	Rank	x	Rank	x	Rank	Diff
Provide/Exact High Standards of Academic Performance	1	4.31	1	3.39	2	.92
Involve College Constituency in Policy Making	2	3.88	4	2.83	1	1.05
Interpret College Purpose to the Community	3	3.68	2	3.07	4	.61
Provide Educational Experience for Women	4	3.61	3	3.02	5	.59
Allow Local Participation in Program Planning	5	3.60	1	3.07	6	.53
Serve as a Cultural Center	6	3.40	5	2.79	4	.61
Provide Educational Experience for Minorities	7	3.18	6	2.68	7	.50
Provide Local Autonomy in Governance	7	3.18	4	2.83	9	.35
Encourage/Incorporate Foreign Cultures/Foreign Languages	8	2.85	8	2.12	3	.73
Excel in Intercollegiate Athletics	9	2.72	7	2.24	8	.48

[a] "Should Be" mean minus "Is" mean

TABLE IV-4

Ranking of Community College Goals Instrument Local Option Goal Statements by "Should Be" and "Is" Means for the Total Group

Local Option Goal Statement	Means					
	"Should Be"		"Is"		Discrepancy[a]	
	Rank	x	Rank	x	Rank	Diff
"Hands-on" Instruction	1	4.33	1	3.69	8	.64
Acquiring modern facilities and equipment	1	4.33	2	3.67	7	.66
Optimize transfer opportunities	2	4.30	5	3.33	1	.97
Provision of education and services at non-traditional times	3	4.27	4	3.42	3	.85
Meeting educational needs of business and industry	4	4.10	7	3.30	4	.80
Alternative instructional delivery systems	5	3.98	8	3.19	5	.79
Prescriptive faculty/ staff development	6	3.95	9	3.09	2	.86
Advanced placement opportunities	6	3.95	6	3.32	9	.63
Secondary vocational program	7	3.82	2	3.61	10	.21
Provide economic development leadership	8	3.67	10	3.00	6	.67

[a] "Should Be" mean minus "Is" mean

TABLE IV-5

Ranking of Community College Goals Instrument Goal Statements by Highest "Should Be" Means for the Total Group

		Means					
		"Should Be"		"Is"		Discrepancy[a]	
CCGI #	Goal Statement	Rank	x	Rank	x	Rank	x
4	To ensure that students who graduate have achieved some level of reading, writing, and math competency	1	4.53	6	3.62	14	.91
26	To provide opportunities for students to prepare for specific vocational/technical careers, such as accounting, air conditioning and refrigeration, and nursing	2	4.47	1	4.08	26	.39
30	To offer educational programs geared to new and emerging career fields	3	4.42	8	3.47	10	.95
31	To ensure that students who complete developmental programs have achieved appropriate reading, writing, and mathematics competencies	4	4.38	10	3.44	11	.94
97	To deliver educational services in a setting that maximizes the student's opportunity for hands-on instruction	5	4.33	3	3.69	22	.64
98	To adopt an aggressive posture with respect to the acquisition of the most modern facilities and equipment in the instructional setting	5	4.33	4	3.67	21	.66
65	To maintain a climate of mutual trust and respect among students, faculty, and administrators	6	4.32	28	2.89	1	1.43

63

TABLE IV-5 - continued

		Means					
		"Should Be"		"Is"		Discrepancy[a]	
CCGI #	Goal Statement	Rank	x	Rank	x	Rank	x
9	To ensure that students acquire knowledge and skills that will enable them to live effectively in society	7	4.31	9	3.46	18	.85
86	To develop arrangements by which students, faculty, administrators and trustees can be significantly involved in college policy making	7	4.31	13	3.39	13	.92
36	To provide opportunities for individuals to update or upgrade present job skills	8	4.30	12	3.40	15	.90
93	To optimize transfer opportunities to four-year institutions for qualified, interested students	8	4.30	15	3.33	9	.97
38	To provide retraining opportunities for individuals who wish to qualify for new careers or acquire new job skills	9	4.29	10	3.44	18	.85
11	To be committed as a college to providing learning opportunities to adults of all ages	10	4.27	2	3.77	24	.50
99	To meet the needs of all students and maximize the use of facilities by providing educational opportunities and services outside of the traditional daytime hours	10	4.27	11	3.42	18	.85
44	To provide career counseling services for students	11	4.23	14	3.34	16	.89
15	To help students identify their personal goals and develop means of achieving them	12	4.22	24	3.13	6	1.09

TABLE IV-5 - continued

CCGI #	Goal Statement	Means "Should Be" Rank	x	"Is" Rank	x	Discrepancy[a] Rank	x
49	To evaluate faculty in an appropriate and reasonable manner in order to promote effective teaching	13	4.21	20	3.24	9	.97
18	To help students develop a sense of self-worth, self-confidence, and self-direction	14	4.20	27	3.03	4	1.17
27	To identify and assess basic skills levels and then counsel students relative to their needs	14	4.20	19	3.25	10	.95
51	To operate a student job-placement service	14	4.20	24	3.13	7	1.07
78	To engage in systematic evaluation of all college programs	15	4.13	17	3.28	18	.85
63	To create an institution known in the community as an intellectually exciting and stimulating place	16	4.12	28	2.91	3	1.21
3	To offer courses that enable adults in the community to pursue vocational, cultural, and social interests	17	4.11	5	3.64	25	.47
42	To maintain support services for students with special needs, such as disadvantaged or handicapped	17	4.11	18	3.26	18	.85
1	To ensure that students acquire a basic knowledge of communications, the humanities, social sciences mathematics, and natural sciences	18	4.10	7	3.60	24	.50

TABLE IV-5 - continued

CCGI #	Goal Statement	Means "Should Be" Rank	x	"Is" Rank	x	Discrepancy[a] Rank	x
94	To adopt an active stance in identifying and meeting the educational needs of local businesses and industries	18	4.10	16	3.30	19.	80
2	To teach students methods of inquiry, research, and problem definition and solution	19	4.09	23	3.15	11	.94
67	To set student tuition and fees at a level such that no one will be denied attendance because of financial need	19	4.09	22	3.16	12	.93
48	To provide comprehensive advice for students about financial aid sources	20	4.07	10	3.44	23	.63
50	To provide academic advising services for students	21	4.06	21	3.19	17	.87
59	To maintain a climate in which communication throughout the organizational structure is open and candid	22	4.02	30	2.68	2.	1.34
10	To instill in students a capacity for openness to new ideas and ways of thinking	23	4.01	25	3.06	10	.95
56	To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers	23	4.01	27	3.03	8	.98
83	To monitor the efficiency with which college operations are conducted	24	4.00	24	3.13	17	.87

TABLE IV-5 - continued

CCGI #	Goal Statement	Means "Should Be" Rank	x	"Is" Rank	x	Discrepancy[a] Rank	x
6	To provide a general academic background as preparation for further, more advanced or specialized work	25	3.99	20	3.24	20	.75
8	To seek to instill in students a commitment to a lifetime of learning	25	3.99	26	3.04	10	.95
68	To involve those with appropriate expertise in making important campus decisions	25	3.99	29	2.88	5	1.11

[a] "Should Be" mean minus "Is" mean

TABLE IV-6

Ranking of Community College Goals Inventory Goal Statements by Highest Discrepancy Value for the Total Group

CCGI #	Goal Statement	Means "Should Be" Rank	Means "Should Be" x	Means "Is" Rank	Means "Is" x	Means Discrepancy[a] Rank	Means Discrepancy[a] x
65	To maintain a climate of mutual trust and respect among students, faculty, and administrators	6	4.32	43	2.89	1	1.43
62	To maintain a climate at the college in which differences of opinion can be aired openly and amicably	30	3.93	62	2.56	2	1.37
59	To maintain a climate in which communication throughout the organizational structure is open and candid	22	4.02	55	2.68	3	1.34
63	To create an institution known in the community as an intellectually exciting and stimulating place	16	4.12	42	2.91	4	1.21
18	To help students develop a sense of self-worth, self-confidence, and self-direction	14	4.20	35	3.03	5	1.17
25	To encourage students to have an active concern for the general welfare of their communities	38	3.79	56	2.66	6	1.13
68	To involve those with appropriate expertise in making important campus decisions	25	3.99	44	2.88	7	1.11
22	To encourage students to become committed to working for peace in the world	59	3.40	69	2.30	8	1.10
54	To create a campus climate in which students spend much of their free time in intellectual and cultural activities	56	3.46	68	2.36	8	1.10

TABLE IV-6 - continued

		Means					
		"Should Be"		"Is"		Discrepancy[a]	
CCGI #	Goal Statement	Rank	x	Rank	x	Rank	x
57	To create a climate in which students and faculty may come together easily for informal discussion of ideas and mutual interests	32	3.91	48	2.81	8	1.10
15	To help students identify their personal goals and develop means of achieving them	12	4.22	29	3.13	9	1.09
24	To help students be open, honest, and trusting in their relationships with others	35	3.83	51	2.75	10	1.08
51	To operate a student job-placement service	14	4.20	29	3.13	11	1.07
85	To develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in college policy making	33	3.88	46	2.83	12	1.05
16	To help students understand and assess the important moral issues of our time	48	3.61	61	2.58	13	1.03
19	To help students understand and respect people from diverse backgrounds and cultures	44	3.66	57	2.65	14	1.01

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[a] "Should Be" mean minus "Is" mean

After considerable review by the Steering Committee Planning Group, the Subcommittee submitted its final report to the Steering Committee. After modification by the Steering Committee, a final set of College goals was presented to the President. The set of goals was adopted by the College's Board of Trustees at its regularly scheduled meeting of March 5, 1984. The global nature of goals permit longevity of applicability. Hence, the goals adopted in 1984 are still applicable to the current environment of the College. The fourteen goal areas of The Williamsport Area Community College follow.

1.0 GOAL AREA: Vocational Technical Education

To offer programming which meets the vocational technical education needs of students, service area residents, and employers in traditional occupations and emerging career fields.

2.0 GOAL AREA: General Education

To ensure that students acquire an introductory knowledge of communications and mathematics, and appropriate social sciences, natural sciences and humanities in order to facilitate their acquisition of the skills and knowledge that will enable them to live effectively in society and/or to prepare them for further study.

3.0 GOAL AREA: Developmental Education

To identify and assess the basic skill levels of all students and provide program opportunities to ensure that students develop appropriate reading, writing, and mathematics competencies to succeed in college-level studies.

4.0 GOAL AREA: Lifelong Education

To instill in students and service area residents an appreciation for learning as a lifelong activity, and to provide programming which meets their vocational, avocational, social, and cultural interests.

5.0 GOAL AREA: Counseling and Advising

To provide comprehensive counseling services which permit the student to enjoy a smooth progression through the recruitment, admissions, career identification, and job placement processes and which employs effective academic advising and provides the opportunity for professional assistance in resolving personal difficulties.

6.0 GOAL AREA: Effective Management

To provide appropriate opportunities for all College constituencies to participate actively in institutional decision-making processes, in the accomplishment of institutional objectives and the achievement of College goals.

7.0 GOAL AREA: Accessibility and Student Services

To offer programs and services at affordable costs to students and at times and locations which optimize educational accessibility, and which meet the special needs of the College's student population.

8.0 GOAL AREA: Staff Development

To contribute to the quality of instruction and institutional operations by providing opportunities for College staff to develop professionally and to advance in their fields through the use of a staff development program based upon the needs of individual staff members.

9.0 GOAL AREA: Intellectual Orientation

To provide programming which emphasizes the process skills of inquiry, research, problem definition, problem solution, and which encourages students to embrace new ideas and ways of thinking.

10.0 GOAL AREA: Student Personal Development

To develop an atmosphere in which students are encouraged to identify personal goals and to develop the means for achieving them through fostering in the student a sense of self-worth, self-confidence, and self-direction.

11.0 GOAL AREA: College Community

To foster an atmosphere of the College as a community where lines of communication are open and candid and where a strong commitment to personal development and to the College's goals is maintained.

12.0 GOAL AREA: Instruction

To provide a program of instruction which maintains high standards of academic performance, which is innovative in the implementation of alternative instructional delivery systems, and which actively seeks to provide the most modern equipment, facilities, and instructional support services for the educational process.

13.0 GOAL AREA: Resources

To develop the fiscal, human, and physical resources needed to support the College's programs and services.

14.0 GOAL AREA: Physical Plant

To develop and maintain physical facilities that provide an environment that is safe, healthful, and conducive to learning.

Just as goals are more specific than philosophy and mission, objectives provide the basis of direction and measurement for goals. The next chapter details the institutional objectives of The Williamsport Area Community College. A status report of activities completed between April 1984 and June 1986 is provided for each objective.

CHAPTER V

INSTITUTIONAL AND ORGANIZATIONAL OBJECTIVES

Introduction

The formulation of objectives is the keystone of planning. It is truly the basis of management. It is also true that points of view concerning objectives may vary with the philosophical foundation or perspectives of those involved. The political scientist, economist, educator, behavioral and social scientist will differ in their purposes and approaches to planning. However, they all agree that a common element of all management theory is that the process should facilitate accomplishment. Bases for accomplishment are found in "objectives."

Goals & Objectives: Distinguishing Characteristics

Distinctions between goals and objectives are related to dimensions of specificity, accountability, and time. While goal statements are general and abstract, objectives indicate specific accomplishment and precise measurement. Further, an objective describes the specific desired result. Goals are more associated with ultimate ends. In terms of time, goals are long range, objectives are short range.

In summary, goals are abstract in content, broad in scope, long range, and related closely to ultimate ends. Objectives are specific and concrete, short range, relatively narrow and directed toward intermediate ends. Elements of an objective are detailed below.

Essential and measurable elements of objectives are target group, expected outcome, evaluative criteria, and time frame. Target groups are the persons or groups at which the objective is aimed. Expected outcomes are statements of what is to be accomplished with regard to the target group. Evaluative criteria are statements which can be used to measure progress toward achieving an objective. The time frame is the period of time established for achieving the objective.

Objectives that contain these elements drive action-oriented planning. They focus institutional work and distribute that effort over a specified planning horizon. In this way institutional energies are ranked. Once created and agreed to, objectives form the structure for evaluation of the institution, of organizational units, and of individuals.

In this chapter are institutional objectives and organizational objectives or actions plans. Most of the institutional objectives and the elements of that objective are replicated from the Long Range Plan. Only those that were recommended to the President as possible priorities for 1986-87 have been revised extensively. However for each institutional objective, the organizational unit most responsible for implementation has provided an administrative review of the progress between 1984 and 1986.

Action plans, the translation of institutional objectives to organizational objectives, are also found in this chapter. Revisions to these pages have been sensitive to two items. For those objectives recommended as priorities in 1986, the entire action plan page has been revised. These pages are identifiable by the date of the action plan. Minor editorial changes and the proper assignment of organizational unit of responsibility have also been accomplished. The current status of the objective is summarized in the action plan.

GOAL AREA: Vocational Technical Education

OBJECTIVE: 1.01 To develop, implement, evaluate, and revise as needed, ongoing procedures for new program development which foster creative, innovative thinking at the design stage and administrative efficiency and effectiveness at the approval and implementation stages.

Target Group	-	Students, community, and employers who would benefit from implementation of new programs
Expected Outcomes	-	Increased freedom and creativity in design stages of program development balanced by efficiency in approval and implementation phases
	-	Treatment of program development as an ongoing process
	-	Continuing recommendation of new programs for implementation
	-	Better "fit" between College programs and community/student needs
Evaluative Criteria	-	Increased number of programs considered for implementation
Time Frame	-	Three months to design system
	-	Ongoing after system is designed
Status Report 1986	-	Associate Dean for Educational Advancement established with curriculum development as a primary responsibility.
	-	Program proposal guidelines booklet revised for fall 1984 and fall 1985.
	-	Curriculum review and approval process revised under new Instructional Council operational from fall 1984 through present.
	-	Four new programs developed, eighteen programs revised April 1984-May 1986.
	-	Staff Development activity in March 1986 identified potential program/course offerings to serve nontraditional markets.
	-	Program approval process improved so that virtually all programs are board approved at least eight months prior to implementation.

1.01 (continued)

- Format for Competency Credential outlined.
- Program proposal booklet in process of being revised for fall 1986.
- Governance proposal includes new Curriculum Committee.
- Follow-up in progress on March 1986 listing of potential offerings.
- Program approval process has been streamlined, general education guidelines standardized, considerable number of new and revised programs implemented in two-year period. Specific guidelines and procedures to focus on creativity and innovation in program development could be strengthened. Balancing the competing priorities of different constituencies needs continual attention. Specific competency credentials have yet to be developed.

Status Report 1987

- Curriculum Committee developed under Governance System has developed guidelines for early review and comment on curriculum proposals, followed by formal critique and approval. Timelines for committee, administrative, and Board approval have been detailed and are in place for fall 1987 curriculum review.
- New programs in Plastics, Mass Communications with emphases in Print Media, Electronic Media, and Public Relations (replacing Journalism and Broadcasting), Heating, Ventilation, and Air Conditioning (replacing Air Conditioning/Refrigeration) were completed.
- Program revisions in Diesel Mechanics/Technology, Service and Operation of Heavy Equipment, Construction Carpentry, Building Construction Technology, and Architectural Technology were completed.
- Grants were written and approved for curriculum development in 1987-88 for Plastics, Graphic Arts, Word Processing, Production Inventory and Management, Automated Manufacturing, Paralegal Assistant, Associate Degree Nursing, and Biomedical Equipment emphasis of Electronics.

1.01 (continued)

- Program Review System was developed for periodic five-year review of each program. System to be implemented 1987-88 will provide for assessing currency of technical content, needed equipment or facilities, and specific faculty and program development.

- Objective is essentially COMPLETED since an operational system is implemented for development, review and approval of new and revised instructional programs.

- Actual program development and program revision will be an ongoing activity using the systems developed over the past few years.

GOAL AREA: Vocational Technical Education

OBJECTIVE: 1.02 To strengthen college entrance articulation (with secondary-vocational institutions, other postsecondary institutions, etc.) and exit articulation (four-year institutions, other educational opportunities).

Target Group

- College administrators and faculty
- Identified articulation institutions
- Potential transfer students
- Secondary students

Expected Outcomes

- Secondary certificate and degree programs will be clearly distinguished and appropriate links defined
- Increased proportion of students transferring to four-year institutions without loss of credits
- Increased enrollment in College transfer programs
- Increased percentage of students' College program transferring to target institutions
- Improved community awareness of the College's offerings
- Reduced repeat learning of same material when student uses College for portion of larger educational program of study

Evaluative Criteria

- 100 percent of students covered by agreement who transfer will transfer 100 percent of The Williamsport Area Community College credits identified as transferable under the agreement
- Each program will identify potential entrance articulation channels (secondary-vocational programs, other institutions providing education, work/life experience, etc.) and exiting articulation (four-year institutions, other educational opportunities, etc.) specific to that program

1.02 (continued)

- Each program will identify specific criteria for generic evaluation of entering students from targeted articulating institutions and procedures for dealing with students from each articulating institution
- Each program will identify constraints and guidelines for transfer to targeted institutions
- Course descriptions (including needed objectives and competencies) are complete and concise, providing information necessary for articulation, transfer (or job placement)
- Increased number of formal articulation agreements (10 percent per year until at least half of transfer students are moving into programs with formal credit-acceptance agreements with the College)

Time Frame

- Five months to develop evaluation criteria and transfer constraints/guidelines
- One year to develop articulation channels listing
- Five years to full implementation

Status Report 1986

- Articulation agreements have been developed with the following institutions:
  - Cheyney University
  - Kutztown University
  - Lincoln University
  - Lock Haven University
  - Mansfield University
  - Millersville University
- A special "shared degree" 2 + 2 agreement has been validated with Lock Haven University.

Status Report 1987

- The Williamsport Area Community College has consummated Articulation Agreements with the following institutions:
  - Cheyney University
  - Kutztown University
  - Lincoln University
  - Lock Haven University
  - Mansfield University
  - Millersville University

GOAL AREA: Vocational Technical Education

OBJECTIVE: 1.03 To increase college programming targeted to business and industry needs.

Target Group	- Students currently employed with a business or industry cooperating with the College on an educational program
	- Business and industry
Expected Outcomes	- Improved community, business/industry image for College as a deliverer of training
	- Increased enrollment from business and industry
	- Potential of increased financial support from business and industry
Evaluative Criteria	- Attaining of targeted increases in student enrollment and number of course offerings
	- Expansion into previously unserviced geographic areas.
Time Frame	- Ongoing program meeting business and industry needs.
	- Expansion into high technology areas beginning in January 1988.
Status Report 1986	- The Specialized Technical Education program was changed significantly in November 1984 to reflect a more comprehensive approach to serving business and industrial clients. The Center for Business and Industrial Advancement was formed. The marketing approach for the Center utilized a new logo, a brochure geared to area industries, and outreach to service groups to co-sponsor events.
	- Between April 1984 and April 1986, 111 courses were held, 39 (unduplicated) clients were served, 1514 persons participated, 19 seminars were held, 763 persons attended, and 6 grants were received.

1.03 (continued)

- Interactive relationships have been continued and strengthened among several service and professional organizations for the co-sponsorship of events.
- The Center for Business and Industrial Advancement has furthered its goal of a comprehensive approach in serving the specialized training needs of area business and industry by combining industries with similar training needs into cooperative classes.

Status Report 1987

- Between May 1986 and April 1987, 79 courses were held serving 1,683 participants.
- The DACUM process was used to identify competencies to be taught to "like industries" via non-credit programming. Industrial electricians from seven industries participated in this two-day workshop.
- A survey was conducted to business and industry to identify training needs.

GOAL AREA: Vocational Technical Education

OBJECTIVE: 1.04 To design, implement, evaluate, and revise as needed, a system of identifying, supporting, and applying core competencies and general education requirements/alternatives across the curriculum.

Target Group - Students

Expected Outcomes
- Integrated rather than fragmented curriculum
- Improved link between core skill instruction and specialized application
- Improved communication and mutual appreciation between support area instructors and occupational program instructors
- Consistent criteria for determining whether a program will be degree or certificate
- Greater opportunity for students to shift from one program to another by applying core requirements from one program to another
- Consistent guidelines for Committee and other units deliberating on program proposals and revisions
- Graduates possessing competencies most crucial to flexibility and success beyond their program at the College
- More efficient development of interdisciplinary programs or courses
- Greater number of interdisciplinary courses and programs which go beyond divisional boundaries
- Improved quality of interdisciplinary efforts

Evaluative Criteria
- For each listed general core competency or skill, there will exist a systematic approach to applying and supporting that competency in the various curricula supported by that competency area
- Existence of guidelines for identifying the proportion and content of a common general education core

1.04 (continued)

- Guidelines affirmed through approval process including Board of Trustees

- Existence of guidelines for all academic credentials

- Existence of a set of guidelines for developing, approving, and administering interdisciplinary efforts

Time Frame - Two years including research, discussion, development, trial field testing, and revision

Status Report 1986 - Core competencies committee operated in spring of 1985. Results were inconclusive. Academic Deans instituted core competency guidelines for degree, certificate, and competency credentials for 1985-86 program proposals.

- Review of core competencies guidelines listed as action item for Instructional Council. Review and recommendations not completed.

- Dean and division director guidelines on program revision and development have highlighted increasing use of core courses (in general education and in vocational skills) which can serve more than one curriculum.

- Review of core competencies continues as action item for Instructional Council (new Academic Standards and Issues Committee).

- General Studies/Individual Studies review of transfer program has focused on a competency approach. Follow-up may have some impact on delivery of core skill courses.

- Operational core course requirements are in effect. These should be reviewed to make any needed revisions and to establish broader concensus. Current "core" focuses on required courses; cross-curricular and interdisciplinary methods yet need to be developed.

1.04 (continued)

Status Report 1987

- Review of core competencies and differentiation of various academic credentials was the primary discussion topic for new Governance System's Academic Standards and Issues Committee.
- Academic Standards explored competency-based instruction approaches to curriculum definitions and core competencies, and defined various levels at which core requirements could be implemented (College-wide, degree specific, program specific, etc.)
- Academic Standards defined continuation and completion of core competency review and credential definition as primary objective for 1987-88.
- May Staff Development activity presented Workshop on Writing Across the Curriculum.

GOAL AREA: Vocational Technical Education

OBJECTIVE: 1.05 To increase the direct relationship between technological or societal change and program instructional content.

Target Group - Instructional programs, College administrators, and faculty

Expected Outcome - Increased quality of technical program instruction and content to reflect technological advances

- Identification of programs whose quality or currentness is threatened by technological changes
- Improvement in program quality
- Improved placement of graduates
- Availability of information to shape priority lists of needed program revision/additions
- Improved supporting data for grant applications
- Improved data for appropriate budget priorities
- Technological and societal changes reflected in curricula and course content
- Alignment of programs with state, federal, and local policies

Evaluative Criteria - Program evaluations reflect increase in quality of instruction

- Graduates of technical programs able to qualify for placement in jobs with newest or most-competitive employers, as determined by responses to survey of graduates and by assessment of program advisory committee
- Assessment that program and course content are thus infused

1.05 (continued)

- By determined deadline, all programs will be internally evaluated (or externally evaluated if deemed appropriate) and categorized as: 1) technologically current; 2) technologically marginally current; 3) technologically outdated

- For programs categorized as marginally current or technologically outdated, human resource expertise needs, equipment needs, and instructional component needs would be identified

- 80 percent of programs evaluated as 2 or 3 above will improve at least one evaluation category within a three-year period

Time Frame

- Continuous

Status Report 1986

- Associate Dean for Educational Advancement established to support review, development, and modification of instructional programming in light of technical and social changes.

- Academic Computing Division instituted to support application of computer technology in curricula.

- Considerable contact with national and local business and industry to identify future changes as they impact specific curricula, facilities, and equipment.

- Advanced Technology and Health Sciences Center facilities, equipment, and programming has been future oriented rather than tied to past technology.

- Computer competencies of faculty has been considerably enhanced; computer applications have been integrated into many of the new and existing curricula.

- Evening and weekend course offerings have responded to societal demographic shifts and have made the College more responsive to nontraditional students.

1.05 (continued)	-	Continued viability of programming in light of supposed technology trends is included as part of the proposed program evaluation procedures.
	-	Program evaluation system proposal includes assessing technical and social viability of program structure and content.
	-	Advanced Technology and Health Sciences Center initiative has been catalyst for improved technological currency of the College's offerings. More comprehensive analysis of appropriateness of all curricula in light of technical and social realities needs to be completed. Systematic system for linking human resource support for programs needing modification needs to be strengthened.
Status Report 1987	-	The activities identified as part of this objective are sufficiently covered under objectives 1.01 (program development/ revision) and 6.01 (program evaluation).
	*	This objective will no longer be addressed as a separate objective.

GOAL AREA: Vocational Technical Education

OBJECTIVE: 1.06 To maintain hands-on learning experiences associated with appropriate college programs while establishing responsible costs of instructional delivery in programs of study.

Target Group - All programs

Expected Outcome - Maintenance of current level of hands-on experience for students

Evaluative Criteria - Program review for new or revised programs will consider and affirm appropriate commitment to hands-on learning while attending responsibly to cost centers.

Time Frame - No change needed unless recommended through normal cycle of advisory committee review and program evaluation

Status Report 1986 - Equipment acquisitions have continued to demonstrate commitment to full-scale industrial equipment rather than to small-scale models.

- Program revisions and new program development have continued major commitment to lab hours.

- Emphasis on developing core technical courses to serve several related curricula supports maintaining lab courses but still responds to need to be cost effective in curricula design.

- Ratio of Cooperative Education placements compared to the number of equivalent full time students has continued to increase.

- Course and instructional design are emphasizing maintaining hands-on labs while highlighting need for core technical courses, broader instructional methodology, and other strategies which can make strategic use of hands-on approach in light of its expense.

- College continues its heritage as an institution committed to hands-on learning. Continued extensive use of hands-on approaches may be challenged by the expense of lab operations, staffing, and supplies.

1.06 (continued)

Status Report 1987

- Significant equipment acquisitions (close to $4,000,000 including ACT 107, ACT 117, Vocational Education equipment grants) and internally budgeted capital continue to demonstrate commitment to quality hands-on experiences.
- Core technical programs in Service and Operation and Diesel have strengthened cost effectiveness of program delivery without deleting the first semester hands-on course.
- Program design of new Heating, Ventilation, and Air Conditioning (HVAC) curriculum provides significant hands-on learning yet strengthens cost effectiveness through ladder curriculum approach integrating Plumbing and Refrigeration certificates.
- Mass Communication program proposal formalized core hands-on courses serving print media, electronic media, and public relations emphases.
- Implementation of PC-CAD lab provides expanded access for hands-on computer-aided design experience without moving to specialized computer labs within each individual program area.
- Advanced Technology and Health Sciences Center and Academic Center renovated instructional areas provide significantly expanded access for hands-on computer applications and hands-on learning in the programs using the facility.
- Program Scan (implemented in 1986-87) and Program Review (being implemented in 1987-88) will provide means for assessing both hands-on commitment and cost effectiveness and draw attention to areas of concern.
- The focus of this objective was revised in 1987.

GOAL AREA: Vocational Technical Education

OBJECTIVE: 1.07 To insure that the Advanced Technology and Health Sciences Center is completed with needed equipment acquisition, program and curriculum development, and staff development and that the Center is used as a marketing tool for the College.

Target Group	-	Academic Divisions with programming in Advanced Technology and Health Sciences Center
	-	Academic Affairs Deans
	-	Development Office
	-	College Information and Community Relations
	-	Area business and industry
Expected Outcome	-	The opening of the Advanced Technology and Health Sciences Center for fall semester 1987
	-	Equipment ordered, in place, and operational
	-	Institutional commitment to an experienced full-time project team
Evaluative Criteria	-	All targeted equipment in place and operational for opening of fall semester 1987
	-	Publicity brochures distributed by April 1987
	-	Ribbon-cutting day completed
	-	Further development needs identified and scheduled by May 1987
Time Frame	-	Monthly status reports (August 1986 through August 1987) on facility completion, equipment acquisition, curriculum development, and staff development
	-	Others as indicated above.
Status Report 1986	-	The objective was added in 1986.
	-	Curricula for new facility are completed. Detailing of individual courses is ongoing activity.

1.07 (continued)

- Equipment lists for major equipment, minor equipment, and furniture completed. Lists are being reviewed, modified, and updated as needed in response to completed purchases, changes in technology, and other factors. Electronics faculty are working through the summer of 1986 to detail specifications for new advanced technology electronics equipment.
- Staff development linked to major equipment purchases and to curriculum development has been ongoing and will continue.
- "Defining the Future" brochure completed and ready for strategic distribution to market the facility.
- Several publication articles and presentations on the facility have highlighted the Advanced Technology and Health Sciences Center as a major national innovation.
- Planning room has been developed for monitoring progress on all elements of the building's development.
- Successful funding of 30 of 37 submitted Vocational Education grants has established significant funding base for equipment acquisition.
- Significant planning, equipment acquisition, and curriculum development already completed.
- Regular monthly monitoring scheduled on facility progress.

Status Report 1987

- Nineteen grants worth approximately $2.5 million were implemented to support equipment purchases for the Advanced Technology and Health Sciences Center.
- Four curriculum development grants for $125,000 related to the Center were funded and implemented in 1986-87.
- Nine grants for $887,000 related to the Center were developed and funded for 1987-88.
- Seven curriculum development grants for $270,000 were developed and funded for 1987-88.

1.07 (continued)

- Weekly job conferences were held to identify and address issues related to finishing the project.
- Staff development funds were allocated and staff hired to complete move to the Center during the summer of 1987.
- ROLM voice/data communication system including extensive cabling system was expanded to support the Advanced Technology and Health Sciences Center.
- All activities are on track to have full use of the Center for fall 1987.
- A sixteen-page IBM Application Brief was completed which will focus national attention on the facility's distinctiveness as an instructional facility.
- Plastics Technology program developed and instructional area defined for adding that program to the Advanced Technology and Health Sciences Center.

GOAL AREA: General Education

OBJECTIVE: 2.01 To develop, implement, evaluate, and revise as needed, strategies for "internationalizing" the curriculum.

Target Group	-	Students, both local and international
Expected Outcomes	-	Local students will have heightened international historical, cultural, and social perspectives in addition to technical skills
	-	Local students will be better equipped to participate in international community
	-	International enrollment will increase
	-	Support service for international students will increase
Evaluative Criteria	-	Number of curricula with internationally focused courses will increase by X percent
	-	Number of internationally focused courses in general education will increase by Y percent
	-	Number of international students attending College will increase by Z percent
Time Frame	-	Four months to develop plan
	-	Five months to review general education and develop guidelines for reviewing individual programs
	-	One year to evaluate individual programs
	-	Two years to implement
Status Report 1986	-	New courses developed expanding international focus. Western Civilization broadened to World Civilization. Russian Civilization course offered.
	-	Several grants for developmental international education submitted.
	-	PENN/PaCIE funded a grant to develop international education.
	-	Increased cooperation with Lock Haven University has included communications with those in charge of its international education program.

2.01 (continued)

- Twenty representatives of the College are scheduled for the British Isles Field Experience during the summer of 1986. The group will spend seventeen days in the British Isles in an intensive international educational experience. Each participant has developed an individual plan to accomplish pre-established objectives while abroad and upon return.

- Associate Dean for Educational Advancement scheduled for summer 1986 Fullbright educational travel in India.

- PENN/PaCIE grant will assess potential for international educational activities and should generate other grant proposals for the future.

- Promotional material on the College's advanced technology offerings will be included among reference material by Indiana University of Pennsylvania group touring China during summer of 1986.

- Discussions continue with Lock Haven University to market internationally the opportunity for joint Lock Haven University/Williamsport Area Community College program in liberal art/technology management and advanced technology education.

- International education is receiving increased College support and showing greater activity. A comprehensive program has yet to be developed.

Status Report 1987

- Twenty College representatives completed British Isles Field Experience during summer 1986 to strengthen individual international perspectives and support development of international education initiatives.

- PENN/PaCIE grant to assist in planning and development of international education was funded and implemented.

- International Business grant for 1987-88 developed and submitted.

- Recruitment of new economics faculty member of 1987-88 successfully targeted to obtain an individual with skills in international economics.

2.01 (continued)

- Development and delivery of new international-focused general education courses: World Civilization I and II, and Latin American Civilization.
- Established International Education Committee to support continued efforts in this initiative.

GOAL AREA: Developmental Education

OBJECTIVE: 3.01 To design, implement, evaluate, and revise as needed linkage between developmental education programming and the mainstream coursework so that student opportunity for success is maximized.

Target Group	-	Developmental and mainstream faculty developmental students
Expected Outcomes	-	Provide for uninterrupted tutorial services to meet current projected need by increasing line item allocation in College operating budget
	-	Increased retention and ultimate graduation of developmental students
	-	Increased mutual understanding between instructors delivering developmental courses and those delivering mainstream courses
	-	Maintenance of current quality of kinds of developmental studies courses and support services
	-	Evaluation of adequacy, delivery, content, and quality of current developmental coursework leading to revisions and/or additions
	-	Improved articulation between different developmental courses and between developmental and regular courses
Evaluative Criteria	-	Internal funding for Tutoring Center increased
	-	Analysis of cost/benefits of various Developmental Studies activities completed by October 1, 1986
	-	Alternative additional developmental education services identified by November 15, 1987
	-	Fundable alternatives implemented by January 1988
	-	Proposals for increased communication links and long-term support of developmental education completed by February 1987 and integrated as appropriate into the 1987-88 budget
Time Frame	-	As indicated above

3.01 (continued)

Status Report 1986

- Preliminary evaluation by staff and advisory committee completed indicating that basic skill tutoring is primary component supporting student success.
- Reallocation of funding for 1986-87 to cover reduced funding for tutoring in Vocational Education grant identified as priority for Academic Affairs as funds become available.
- ACT 101 review reaffirmed Developmental Studies as exemplary program.
- Major equipment acquisition completed to support Computer Assisted Instruction support for developmental education initiatives.
- Developmental Studies has continued as a major support for retention and eventual success of high-risk students.
- Modifications in federal funding guidelines have reduced support for tutoring in basic skill areas. This shift threatens the area of Developmental Studies service viewed as most effective in supporting high-risk students.
- Efforts to reallocate internal funds to prevent cuts in tutoring services are recognized as high priority and are in progress.

Status Report 1987

- Increased internal budgetary support for Tutoring Center.
- Expanded developmental education efforts into Computer Assisted Instruction.
- Developed 1987-88 Disadvantaged Grant with expanded Computer Assisted Instruction initiative, and new activity in interactive video, new position of disadvantaged student caseworker, and release time support for work in linking Developmental Studies activity to individual programs.

3.01 (continued)

- Implemented under Title III extensive computer programming for identifying and tracking success of disadvantaged students. Programming will provide opportunity to evaluate impacts of remedial activities, highlight high-risk program/student deficiency combinations, and other data relevant to strengthening success rate for high-risk students.

GOAL AREA: Lifelong Education

OBJECTIVE: 4.01 To design, implement, evaluate, and revise as needed, procedures and program designs which support learning as a lifelong process.

Target Group - Students (by specific populations)

Expected Outcomes - Increased enrollment in programmatic efforts beyond the traditional certificate or degree

- Greater articulation among educational experiences occurring at different points in time

- Variety of instructional opportunities keyed to specific needs

- Balanced delivery of technical and general education in various stages of instruction

- Increased enrollment of part-time students

Evaluative Criteria - Within five-year period, each program or instructional area would develop plans for instruction at the identified stages (pre-college, certificate, degree, update/retrain, "occasional" coursework) or indicate that a particular stage of instruction is inappropriate or not feasible for that specific program/area of instruction (see strategy for additional details)

Time Frame - Four to six months to develop general guidelines

- Four years to implement lifelong approach to all programs and areas of instruction

Status Report 1986 - Objective was partially achieved through "core competency" guidelines and committee work. Original designation of Center for Lifelong Education (non-credit) to this objective was inappropriate.

Status Report 1987 - Academic Standards and Issues Committee explored, though did not finalize, criteria for Competency Credentials in specific occupational areas as a means of providing obtainable, focused career entry, and skill development.

4.01 (continued)

- New program revisions in Heating, Ventilation, and Air Conditioning (HVAC) established ladder curriculum approach in that instructional area which will better support initial training, job placement, and later skill enhancement.

- New Faculty Contract Agreement expands College ability to develop mixed credit/non-credit teaching assignments to better use existing faculty expertise to serve both credential-seeking students and individuals with personal interest or career/skill development needs.

- College's role in establishing Institute for Productivity through Advanced Manufacturing (IPAM) enhances activity in economic development and skills development.

- Center for Lifelong Education continued to expand its services and number of individuals served through certification training, community service, and business/industry courses to support institutional mission in lifelong education.

GOAL AREA: Counseling and Advising

OBJECTIVE: 5.01 To develop a system to ascertain preparedness of incoming students for college-level coursework.

Target Group - Degree or certificate students

Expected Outcome - Students placed in course and programs where they have a reasonable chance of successful completion

Evaluative Criteria - 25 percent increase, after development of system, in success of students

- in developmental courses
- completing courses
- completing programs

- Maintenance of success levels at increased percentages

Time Frame - Two years for establishing system and continuous thereafter

Status Report 1986 - The Advisement Center Project was undertaken in the spring of 1985. As a part of the project, staff development activities, a new student intake mechanism, and academic intervention strategies were implemented. The evaluation of the new intake method was completed and revision has already taken place accordingly.

- Evaluation of the retention strategies will occur during the 1986-87 academic year in line with the availability of the Title III funded Disadvantaged Student Tracking System. This objective is ongoing.

- Refinements such as better mechanism for contacting scheduled but unregistered students, new approaches to academic probation, improved academic alert systems, and new advisor training mechanisms are being developed.

Status Report 1987 - In its second year of operation, the Advisement Center test/advise/schedule process recorded a substantially higher capture of students and a greater degree of student satisfaction with the process than was the case in 1985. The number of parents who attended test/advise/schedule parent programs doubled.

5.01 (continued)

- Advisor training continued and a system was installed for better dealing with students on academic probation.
- The College enjoyed a two percent reduction in the number of students on academic probation during the fall semester and better than eight percent reduction in the spring.

GOAL AREA: Counseling and Advising

OBJECTIVE: 5.02 To revise existing new student orientation structure - increase its reference, services, and benefits to students and faculty.

Target Group - New students, parents, faculty

Expected Outcomes - Ease with which students make transition to College

Evaluative Criteria - Levels of involvement and assessment of satisfaction by students and faculty

- Increased awareness of College services and procedures

Time Frame - One year

Status Report 1986 - The orientation system for new students was revised in the spring of 1985 as a part of the test/advise/schedule process. College level, division level, and program-specific orientations were included. The mass orientation process was eliminated and replaced by a service-focused orientation referred to as Welcome Day.

- As the test/ advise/schedule process allowed students to complete all business on campus in a single visit, Welcome Day allowed students to prepare for classes the Sunday before the first day of fall term.

- Welcome Day featured activities for parents and families and attracted in excess of 2000 participants.

- The project was revised based on the results of the evaluation which took place fall 1985 and will be continued in fall 1986.

Status Report 1987 - Welcome Day during fall 1986 again attracted a large number of participants.

- The orientation sessions of the test/advise/schedule process attracted about two times as many parents and guests as was the case during the first year of operation.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.01 To provide for systematic, ongoing, effective evaluation of instructional programs including a system and format for collecting program data to be used in evaluation and/or revision of programs.

Target Group	- Prospective and current students in evaluated programs
	- Employers and organizations who use program graduates
	- Programs
	- College faculty and staff
Expected Outcomes	- Development of a program cost model
	- Increased program quality
	- Effective, efficient decision making on program reaffirmation, revision, or phase out of programs that are not viable
	- Implementation of a system of routine, systematic evaluation on a five-year rotation which includes criteria for special evaluation outside of regular rotation.
	- Provision of better information for program improvement
Evaluative Criteria	- Within five years each program and related courses will be affirmed as is, targeted for revision, or targeted for continuation review
	- 80 percent of faculty and administrators involved in each program evaluation will find the data base accurate and effective for program evaluation
	- Within a set time frame all programs will be evaluated according to set procedures. All required elements of the evaluation process will be completed for each program evaluation
Time Frame	- Six months to design evaluation model
	- First round completed within five years of development of model. Continuous thereafter.

6.01 (continued)

Status Report 1986

- A program cost model has been developed and applied to all programs. Direct instructional costs are assessed in this model.
- General Studies and Individual Studies have been evaluated during 1985-86. These programs represent the total population of university transfer programs. Improvements have been integrated into these programs based on program evaluation results.

Status Report 1987

- A three tier model of program evaluation has been designed; Program Scan, Program Review, and Intensive Review.
- Program Scan has been designed and implemented for all programs. This analysis provides early warnings on key indicators based on extant data.
- A Program Review model has been designed. Implementation will commence in the 1987-88 academic year.
- Intensive review of five programs were undertaken. As a result of these reviews Dairy Herd Management and Agribusiness programs were discontinued; Automotive Mechanics, Automotive Technology, and Auto-Body Repair programs are undergoing significant curricular revision.
- In-house expertise in conducting DACUM panels was acquired. DACUM charts will be used for program review/program revision activities.

GOAL AREA: Effective Management

OBJECTIVE: 6.02 To use, maintain, and acquire more efficiently instructional resources and equipment across courses and curricula.

Target Group - All instructional programs, administration, and faculty

Expected Outcome - Cooperative interaction between and among academic divisions

- Efficient use of resources
- Reduced frequency rates for breakdown and repair of instructional resources and equipment
- Reduced amounts of instructional time lost
- Awareness of cost trends and budget impact
- Greater student access to instructional resources and equipment

Evaluative Criteria - Identification of equipment that can be shared effectively

- Cost savings realized through shared purchases
- Increase in equipment time utilization
- Accuracy of multi-year equipment cost projections

Time Frame - Two years, beginning fall 1984

Status Report 1986 - College has been highly aggressive and successful in acquiring educational equipment through grants, state initiatives, donations, and internal funding.

- Annual inventories, including estimated useful life, have been conducted over past two years.
- Preliminary Five-Year Academic Computing Plan has been developed and under review by the division directors. Plan focuses on equipment acquisition, use, and integration.

6.02 (continued)

- Labs sharing equipment across several curricula (such as microcomputer labs and CAD lab) have improved utilization of equipment.

- Updated equipment needs lists have been developed for divisions and for the Advanced Technology and Health Sciences Center, increasing the College's ability to respond appropriately to short-term windows of opportunity for acquiring instructional equipment.

- Ongoing attention to maximizing utilization of labs and equipment continues.

- Attention to developing functional core courses and labs (such as the Diesel/Service and Operation of Heavy Equipment first-year core) will help prevent unneeded duplication of equipment and facilities.

- While equipment needs will need continual attention, the College has made major strides in acquiring state-of-the-art equipment. Continued acquisition and attention to the most efficient use of equipment by the broadest possible constituencies needs continual attention. Implementing the recommended regular systematic Instructional Quality Assurance Program could assist in maintaining adequate equipment base. Acquiring needed software continues to be a problem.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.03 To define the purpose of the college bookstore.

Target Group - Students and faculty

Expected Outcome - Adherence to the low cost philosophy of community college education

Evaluative Criteria - Faculty and student evaluation of inventory selection, service, and convenience

- Bookstore financial statement, income matches to expenses

Time Frame - Proposed "purpose" of bookstore shared with faculty and students by fall 1984

- Discussion within student government, academic divisions, other representatives of college cost centers

- Guideline for bookstore service, stock, and pricing prepared and agreed upon by President's Council by spring 1985

Status Report 1986 - The College Bookstore administrative personnel created a definition of purpose of the College Bookstore.

- The proposed definition was reviewed by faculty and staff.

- The recommended definition was submitted to President's Council for review and was returned to the bookstore with appropriate modifications.

- The recommended changes were made and reviewed with representatives of the student body as well as College faculty and staff, and resubmitted to President's Council for endorsement.

- The final definition of purpose of the College Bookstore was reviewed and endorsed by President's Council.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.04 To maintain current high level and quality of printing and duplicating services.

Target Group - Faculty and staff

Expected Outcome - Continued high quality and timely printing/duplication of instructional materials

Evaluative Criteria - Faculty and staff evaluation of service

- Average "turn-around time" of jobs

Time Frame - Continuous

Status Report 1986 - A tracking system is now in place that permits constant visual monitoring of the status of each project processed through the office of communications. A system was developed at the beginning of the 1985-86 academic year, for establishing, maintaining, and revising a production priority schedule.

Status Report 1987 - A new contract was let in July 1986 providing for additional individual copiers with 33% greater speed and slightly improved optics.

GOAL AREA: Effective Management

OBJECTIVE: 6.05 To provide increased efficiency between faculty and staff original writings and final production stage of material.

Target Group - All faculty and staff

Expected Outcome - Quicker turnaround time for quantity production of syllabi, tests, handouts, and other mass produced written material

Evaluative Criteria - Reduced number of steps (reduced number of handlers) required for production of large quantity instructional materials

Time Frame - Define ideal system within six months

- Project budget within nine months

- Integrate into budget process for 85-86

- Begin implementation in fall 1985

Status Report 1986 - The acquisition and utilization of a two-sided duplicator were accomplished as specified. Linkages between the College's personal computers and laser printer have been established.

Status Report 1987 - Additional copiers have been acquired. See objective 6.04.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.06 To develop and implement comprehensive employee evaluation systems and equitable, informed application of those evaluation systems.

Target Group - All staff

Expected Outcomes - Student retention, achievement, and placement
- Improved staff performance
- Improved morale
- Staff retention
- Existence of staff development program designed to meet staff needs
- Capable trained evaluators

Evaluative Criteria - Staff improvement as measured by subsequent evaluations
- Participation in staff development activities
- State-of-the-art technical programs
- Core of "proven" part-time staff

Time Frame - Fall 1984 - 24 months

Status Report 1986 - All College staff are now operating under the new evaluation systems contemplated in the *Long Range Plan*.

Status Report 1987 - Having piloted a "pay for performance" system with Administrative, Professional, and Technical (APT) staff in July 1986, a system for *all* non-faculty staff was devised in the Spring 1987 for implementation July 1987.

GOAL AREA: Effective Management

OBJECTIVE: 6.07 To improve the collegial climate for internal decision-making through finalization, initial implementation, and evaluation of the College-wide Governance System.

Target Group - College constituencies (administrators, faculty, staff, students)

Expected Outcome - A formal structure and process providing a broad-based opportunity for input and participation in the internal decision-making process

- An improved awareness and understanding, College-wide, or roles and responsibilities for well-defined representative groups in the College decision-making process

- A formal mechanism for improved communications regarding recommendations, rationale, and results

- Improved utilization of rich human resources existant throughout the College to influence the planning, growth, and destiny of the College

- Improved cooperativeness and effectiveness in internal decision-making

- Improved collegiality and morale

Evaluative Criteria - The extent to which the approved governance structure is understood, followed, and produces effective results

- College constituencies (75 percent) indicate improved understanding and satisfaction with the operation of the governance system

- Levels of College constituent participation as measured by committee memberships and accomplishment through issue analysis and recommendations made

Time Frame - One year commencing July 1, 1986 and ongoing

6.07 (continued)

Status Report 1987

- Establishment of final details of the Governance System resulting from year-long (1985-86) research and development process conducted by the Governance Steering Committee.
- Development and internal approvals of the formal document Governance System By-Laws establishing Governance philosophy, purpose, structure and organization, objectives, and responsibilities.
- Approval by Board of Trustees of policy statement regarding internal College Governance.
- Submission of final Governance System update report to Middle States Accreditation Association.
- Development and implementation of a complex election/selection process for determination of 94 active participants required in Governance System.
- Initial orientation and implementation of full Governance System during October 1986.
- First year governancy evaluation process designed and implemented during spring 1987. First annual report of achievements by five College Council committees and College Council published in June 1987.
- Results of evaluation process to be analyzed by College Council during summer 1987 with recommendations of appropriate procedural or substantive modifications for enhanced efficiency/effectiveness anticipated.
- Governance System has functioned successfully (during its initial six month period) consistent with identified philosophy, purpose, objectives, and responsibilities.
- Governance System has provided a participatory and learning process enabling varied constituencies of the College to better understand varying interests, needs and concerns of the college community and to influence the planning, growth, and destiny of the College.

6.07 (continued)

Status Report 1987	-	Except for ongoing assessment, continued commitment, and appropriate revisions/ modifications, the creation and implementation of an appropriate college-wide Governance System provided by objective 6.07 was completed during 1986-87.

GOAL AREA: Effective Management

OBJECTIVE: 6.08 To establish a process and a calendar for the annual update of the Long Range Plan.

Target Group - Administrators

Expected Outcome - Current and viable planning process to support decision-making and planning

Evaluative Criteria - Process is adopted and implemented; physical production of annual-plan update

Time Frame - 6 months

Status Report 1986 - A survey assessing the perceptions of progress on each objective was completed in September 1985.

- The original long range planning steering committee and area committee chairs were convened to develop a strategy to update the plan in May 1986.

- Future long range planning activities will be coordinated through the Long Range Planning Committee of the college-wide governance system.

Status Report 1987 - The Long Range Planning Committee began its first 6 months of operation. Ten objectives were examined and recommendations were made to either delete, rewrite, or keep the objectives as stated.

- The Long Range Plan, Update 1987 was produced. Objectives were combined, identified as completed, reworded, and selected action plans were updated.

GOAL AREA: Effective Management

OBJECTIVE: 6.09 To initiate and provide an organizational assessment system that will measure efficiency and/or effectiveness.

Target Group - All organizational units at the College

Expected Outcome - The College will be able to determine the level of efficiency and effectiveness of each of its organizational units

- Increased productivity and improved quality of institutional products and staff work

- Awareness of total institutional health and well-being

- Improved timeliness and quality of institutional information

- Greater understanding of the relationship between College goals and institutional objectives

Evaluative Criteria - Management by Objectives for organizational unit heads produced in accordance with calendar

- Existence of an organizational assessment plan

- Management information plan coincides with College's long-term data and analysis needs

Time Frame - July 1, 1986, continuous thereafter

Status Report 1986 - Management by Objectives are produced every July. Linked to the Long Range Plan and the College's yearly priorities, the Management by Objectives provide the annual plan for the College. At the end of the year a status report is produced that assesses progress-to date on each Management by Objectives. The Management by Objective process will be continuous in subsequent years.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.10 To execute a new set of Articles of Agreement between the College and sponsor districts.

Target Group - Sponsor Districts, College Board of Trustees

Expected Outcome - Extend the formal relationship between the College and sponsor districts; revise present provisions for budget approval; continue local sponsorship agreement for the years subsequent to the expiration of the present Articles of Agreement

Evaluative Criteria - The sponsor districts and College Board of Trustees sign and agreed-upon revised Articles of Agreement or Memorandum of understanding that maintains the concept of local sponsorship

Time Frame - Prior to July 1, 1985

Status Report 1986 - Effective July 1, 1985, the College was no longer sponsored by twenty area school districts. The new sponsor is the City of Williamsport. Articles of Agreement were approved by the Board of Trustees and the Williamsport City Council in late June 1985. The Pennsylvania Department of Education endorsed the new partnership on July 11, 1985.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.11 To resolve conflict among sponsor districts over the method of paying for secondary enrollment shortfalls.

Target Group - Sponsor Districts

Expected Outcome - Agreement among the sponsor districts on the method of sharing the costs when enrollments fall short of the projections on which the College's secondary budget is based.

Evaluative Criteria - A signed agreement providing for payment in instances of shortfall; a reduction in the level of resistance by sponsor districts to the College's secondary budget requests; approval of the secondary budget based on merit and actual cost.

Time Frame - July 1, 1985

Status Report 1986 - Board of Trustees approved comprehensive Policy Statement II 2.10 in July 1984 and February 1986.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.12 To seek modification of the state community college governance model.

Target Group - Sponsor Districts, College Board of Trustees, and Pennsylvania General Assembly

Expected Outcome - A new model of governance that will define the nature of local governance and control, state financial support, and instructional program development

Evaluative Criteria - The Pennsylvania General Assembly will pass legislation that redefines the state community college governance model

Time Frame - July 1987

Status Report 1986 - This objective will likely not be realized. The Pennsylvania Legislature continues to believe local sponsorship is essential to ensuring realization of the community college philosophy. The only realistic course of action is to secure additional state funding.

Status Report 1987 - College strongly involved in securing passage of House Bill 960 which would increase state contribution from one-third of $2,400/FTE to one-third of $3,000. This would result in $840,000 in additional state funding in 1987-88. House Bill 960 did not pass.

- The time for this to happen is not yet here. Philadelphia and Allegheny Community Colleges must first experience local sponsorship difficulties for any statewide system to emerge.

GOAL AREA: Effective Management

OBJECTIVE: 6.13 To maintain local control of College governance by the Board of Trustees.

Target Group - Board of Trustees

Expected Outcome - The Board will continue to act in the authorization of College goals and policies

Evaluative Criteria - Minutes of the Board of Trustees

Time Frame - Continuous

Status Report 1986 - The new Articles of Agreement with the City of Williamsport preserve the autonomy and authority of the Board of Trustees. There is no immediate threat to the College vis-a-vis the erosion of power of the College Board of Trustees.

Status Report 1987 - Except for budget approval and appointment of Trustees (both by City Council), the Board of Trustees have total control of the College. The Trustees need to become more actively involved in legislative relations (resulting in increased state funding) and helping to increase the local sponsorship base.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.14 To translate our reputation for quality into marketing strategies that emphasize the College's attractiveness to potential students.

Target Group - General public, prospective students, business and industry, and the legislature

Expected Outcome - Five to ten percent increase in levels of support and in enrollments

Evaluative Criteria - The level of financial support for the College will increase at an annual rate in excess of Pennsylvania economic growth rate; and the rate of increase in enrollment will exceed the rate of population growth within that area from which we draw our students

Time Frame - Continuous

Status Report 1986 - A Plan for Institutional Marketing was prepared in spring 1985, presented to the President following review by a number of campus offices, and approved for implementation. The recommendations in the area of student recruitment, student retention, public image, organizational climate, and marketing research are being implemented on an ongoing basis. The plan will be revised as appropriate and implementation will continue in fall 1986. A companion document, A Plan for Attracting Nontraditional Students to College Programming, was developed in spring 1986. The second document grew out of one of the recommendations of the original Plan for Institutional Marketing. It is currently under review by the Marketing Committee and will be submitted to the President for his approval during summer 1986.

Status Report 1987 - A revision of the Plan For Institutional Marketing awaits the collection of data on community needs. The Plan For Attracting Nontraditional Students to College Programming was accepted by President's Council during the summer 1986.

- The Administrative and Student Services aspects of that plan were completed as scheduled. At this time Institutional Research and course development has not been completed.

6.14 (continued)

Status Report 1987	-	The activities of objective 6.14 will be subsumed under objective 7.05 and objective 7.08.

GOAL AREA: Effective Management

OBJECTIVE: 6.15 To establish a mechanism for periodic review and updating of facilities and their conditions to assure compliance with enrollment, instructional, safety, and health needs.

Target Group - General Services, all College users, Academic Administration, appropriate College committees

Expected Outcomes - Periodic review

- Maintenance of present quality
- Improvement of any deficiencies
- Provide for preventive maintenance rather than remediation

Evaluative Criteria - Review of 100 percent of College facilities every three years

Time Frame - Continuous

Status Report 1986 - This objective is well in hand. Achievement of objectives in the Facilities and Site Master Plan is well ahead of schedule. There will be no major problems with the physical plant following the summer 1986.

Status Report 1987 - Renovation work continued throughout 1986-87: replaced Auto Trades Center roof; replaced Academic Center roof and electrical system, repaired parapet; completely renovated Technical Trades IV, and completed many smaller projects. Completed construction of Professional Development Center (10,000 sq. ft.) and Advanced Technology and Health Sciences Center (153,000 sq. ft.).

- Planning is underway to update Facilities and Site Master Plan in 1987-88. Except for new construction, renovations planned over a ten-year period (1984-94) are almost complete after four years.

GOAL AREA: Effective Management

OBJECTIVE: 6.16 To develop a long range budget process that will anticipate fluctuations in college revenue and expenditures.

Target Group - College administrators, Budget and Finance Committee, the College Board of Trustees, sponsor district

Expected Outcome - More effective and better coordinated financial plans with more efficient transition from one budget year to the next

Evaluative Criteria - More effective allocation of revenues and the ability to meet expenditure requirements related to program needs

Time Frame - Within one year

Status Report 1986 - During the last two years, the College has developed the processes for five-year budget projections based on a planning model for projecting equivalent full-time students by discipline area by semester.

- For the future, the College will have to decide whether or not this process should be an ongoing formal update accomplished each year as part of the regular budgeting procedures, or whether this process should be an update on an as needed basis.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.17 To develop more accurate and timely analysis of college finances.

Target Group - Financial Operations, Computer Services, College administration

Expected Outcome - Cost/benefit analysis

- Budget forecasting and modeling

Evaluative Criteria - More effective administrative decisions based on detailed cost/benefit analysis

Time Frame - Continuous

Status Report 1986 - During the past two years, the College has implemented automated accounting systems and has coordinated with independent auditors to do interim work to facilitate completion of year-end audits in a more timely fashion. In addition, the College has created formal requests for proposals from independent auditors with the objective of providing the most professional audit report in the most timely fashion at the most reasonable cost. This initiative has resulted in a three-year agreement with our auditors that will continue to improve the timeliness and effectiveness of the audit program.

Status Report 1987 - During 1986 the College developed formal Balance Sheets and Statements of Revenue and Expenditures using the newly developed Automated Accounting Systems. Enhancements expected in 1987 include interim financial statements and analysis of budget as actual reports concentrating on the revenue accounts.

GOAL AREA: Effective Management

OBJECTIVE: 6.18 To develop a more effective system for the determination of college financial need and for the use of college funds.

Target Group - Independent Certified Public Accountant, Financial Operations, Computer Services, Dean, Employee and Public Relations

Expected Outcome - Better accountability of College resources

- Internal and external financial program audits

Evaluative Criteria - Reports and analyses that communicate a clear understanding of College requirements regarding the sources and use of available funds

Time Frame - Within three years

Status Report 1986 - In the past two years, the College has implemented integrated data processing accounting systems in accounts payable, payroll, accounts receivable, general ledger accounting, and automated report writing.

- The College has placed personal computer/terminal configurations in our controller's office, our accounting department, and our bursar's office, to interface with each of the implemented Lawson accounting systems.

- The College has reorganized its chart of accounts to comply with fund accounting as described by the American Institute of Certified Public Accountants in their audit guide for colleges and universities.

- Timely analysis of college finances is still part of the Management by Objectives for 1986-87, and 1987-88, with specific objectives as follows:
  1. Definition of appropriate financial reports.
  2. Review and adoption by President's Council, and the Budget and Finance Committee of the Board of Trustees.
  3. Implementation of financial reports on an ongoing basis.

6.18 (continued)

Status Report 1987

- The College has developed computerized financial reporting systems to develop annual financial reports. Previously these statements were developed by the Certified Public Accountant.

- The College has developed an on-line reporting system for display of account data. Cost center administrators now have the capability of reviewing the current status of their budget and expenditures at any time. This system also provides detail of the transactions and purchase orders charged against their accounts.

- Timely analysis of college finances is still part of the Management by Objectives for 1986-87 and 1987-88 with the specific objectives as follows:
    1. Development of system for producing interim financial statements.
    2. Implement new release of payroll system to provide expanded capabilities for recording payroll transactions and provide better service to college employees.
    3. Complete implementation of computer system to record accrual and use of employee leave.
    4. Develop improved systems for the analysis of revenue versus budget.

GOAL AREA: Effective Management

OBJECTIVE: 6.19 To develop a more accurate and accessible system for reporting the College's fixed assets.

Target Group	-	Financial Operations, Computer Services, College administrators
Expected Outcome	-	A system to include capital equipment and inventory control processes
Evaluative Criteria	-	Equipment replacement plan
	-	Lease/purchase options
	-	Information necessary to provide academic divisions with the basis for decision-making regarding current state-of-the-art equipment for each educational program
Time Frame	-	Continuous
Status Report 1986	-	During the last two years, the College has finalized the fixed asset accounting system. Procedures have been developed to create regular updates to the College's inventory, and to create reports for each administrative unit as requested.
Status Report 1987	-	A system has been developed for recording fixed assets and listings of assets assigned to each cost center administrator. Each cost center's list is available at any time upon request.
	-	The system is updated for all purchases and disposal of fixed assets on an ongoing basis. The accountability is checked on an annual basis through the physical inventories performed by each cost center.
	*	This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.20 To develop a fixed asset system to provide the ability to better coordinate enrollments with available workstations and to maximize the utilization of fixed assets.

Target Group - Computer Services, Financial Operations, Student Records, College Administration

Expected Outcome - Improved program/course scheduling

- Improved facilities utilization

- Better alignment of program enrollments and facilities capabilities

- College-wide access to equipment

Evaluative Criteria - Maximize the utilization of fixed assets within the educational delivery systems and will properly match enrollments to available workstations

Time Frame - Within two years

Status Report 1986 - During the past two years, the College has implemented a fixed asset accounting system that effectively records and reports fixed assets by cost center area.

- The concern for monitoring available work stations and coordinating to make sure enrollments do not exceed available work stations has been accomplished through negotiations with the bargaining unit and through coordination of division directors and Admissions personnel to insure that enrollments do not exceed available work stations.

* This objective is completed.

GOAL AREA: Effective Management

OBJECTIVE: 6.21 To develop a system for a detailed analysis of program cost.

Target Group	-	Academic Administrators, Computer Services, Financial Operations
Expected Outcome	-	A system to provide for program/discipline costing
	-	Alignment of instructional programs with instructional philosophy and mission
	-	Instructional program feasibility
Evaluative Criteria	-	Program decisions (new programs, program expansion, and program retrenchment) will include the analysis of program/cost relationships
Time Frame	-	Within three years
Status Report 1986	-	To date, this objective has not been incorporated in our Management by Objectives and has not been described institutionally to the point of being addressed by our Financial Operations staff.
	-	Educational Research, Planning, and Evaluation has developed a methodology and has conducted cost analyses for all programs for the direct cost portion of program costs for the 1985-86 academic year.
Status Report 1987	-	A detailed program cost analysis for direct instructional costs was completed. An assessment of the relationship of income to cost was also performed. The Title III grant will generate data to assist in the easy application of this model in subsequent years.
	*	The objective is completed.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.01 To expand accessibility and to improve quality service to the community through strategies which include credit and non-credit offerings targeted to specific populations.

Target Group
- Underserved student population segments
- Current students
- Programs

Expected Outcomes
- Increased enrollment from targeted populations
- Expanded alternatives
- Increased community awareness and improved image
- Meeting community and individual needs

Evaluative Criteria
- Within a five year period each program will be reviewed for potential application of alternative instructional delivery to increase accessibility of quality of education. In the first year of implementation, at least four courses emphasizing alternative instructional delivery will be operating. At least fifteen additional alternative delivery system courses will be operating within three years.
- At least five new programs will be available through the North Campus within five years.
- Enrollment from target populations will increase by 50 percent over 1983-84 credit enrollment and 100 percent over 1983-84 non-credit enrollment by 1986-87

Time Frame
- Two months to identify target populations (ongoing addition to this list)
- Six months to develop strategies keyed to target population
- One year to develop general guidelines, four years to full implementation

Status Report 1986

BUSINESS AND COMPUTER TECHNOLOGIES DIVISION

- Implemented the Weekend College concept--fall semester 1984. This innovative scheduling technique utilizes the weekends. Classes run Friday, Saturday, and Sunday depending on the option chosen.

- Implemented the one-credit Microcomputer courses--spring semester 1985. The following four one-credit courses were started during the spring semester 1985:

  - CSC 104 Microcomputer Fundamentals
  - CSC 105 Word Processing for the Microcomputer
  - CSC 106 Data Base for the Microcomputer
  - CSC 107 Spreadsheet for the Microcomputer

- Implemented the minimester--spring semester 1986. This is a new innovative approach to offering instruction in one-credit modules usually 16 hours in duration.

- Will implement additional one-credit offerings for the fall semester 1986.

- The following programs in the Business and Computer Technologies Division have been revised since the fall semester 1984:

  - Computer Information Systems
  - Secretarial Office Administration
  - Clerical Studies
  - Computer Operations Technology

- The following programs will be reviewed and possibly revised during the 1986-87 academic year:

  - Accounting
  - Business Management
  - Retail Management
  - Computer Information Systems
  - Word Processing

Status Report 1986

CONSTRUCTION TECHNOLOGY DIVISION

- Revised the Construction Carpentry and Building Construction Technology programs to expand the alternatives for students enrolled.

- Offered one and two-credit courses to meet the needs of part-time students.

- Assisted with the development of the Weatherization Training Program. This program provides training and certification to Weatherization crews in Pennsylvania. To date over 450 crew members have been trained.

- Developed a series of homeowner courses to provide training in home maintenance and repair. The courses have been offered through the Center for Lifelong Education.

- Currently developing a computer estimating lab for students enrolled in the construction programs and for local building contractors. A one-credit course is scheduled this fall for local contractors.

- Revised the Plumbing, Electrical Occupations, Electrical Technology, and Air Conditioning/Refrigeration programs to improve the quality of the courses and update the content. We have reduced the credit hour requirements in some of the courses contained in these programs to allow for the enrollment of nontraditional students.

HEALTH SCIENCES DIVISION

- Needs assessments were conducted for the Occupational Therapy Assistant Program and Dental Assisting. After completion and analysis of the assessment results, planning, development, and implementation took place.

Status Report 1986

HEALTH SCIENCES DIVISION (Continued)

- Three new program initiatives were undertaken and have resulted in the Occupational Therapy Assistant program, Dental Assisting program, and Culinary Arts program. Development of a Home Health Aide course took place through the Center for Lifelong Education and the Practical Nursing department.

- Two minimester courses were offered during the spring 1986 semester: Chocolate I and Rolls and Breadbaking. 32 minicourses are in various stages of development.

- The Dental Assisting program, after one graduating class, will be offered daytime and nighttime. A full-time student may earn the certificate in one year; a part-time student (evenings) over a two-three year period.

INDUSTRIAL TECHNOLOGY DIVISION

- Development and successful funding of grants and special title projects in excess of $600,000 in 1984, and $900,000 in 1985. In addition, a series of grants have been generated for preliminary review by the Ben Franklin Partnership; developed grant applications for 107, money in the amount of approximately $300,000 to date; and, spent nonmandated capital in the amount of approximately $300,000 during the last two years.

- Conceptually planned and worked with the architects on the Advanced Technology and Health Sciences Center; developed preliminary curriculum models; identified appropriate technology, preliminary equipment lists, and preliminary laboratory organizations.

- Planned, organized, and facilitated remodeling of TT IV (the machine shop).

7.01 (Continued)

Status Report 1986

INDUSTRIAL TECHNOLOGY DIVISION (Continued)

- Organized and developed curriculum modifications to existing programs in the area of electronics, machine shop, drafting, and civil technology. Developed new curriculum in the areas of fiber optics, laser optics, instrumentation, computer and peripheral equipment repair, biomedical technology, telecommunications, and automated manufacturing.

- Installed and implemented a computer aided drafting system comprised of nine 5080 system monitors and four auto-cad units. Provided training in the area of levels 1 and 2 CAD for faculty in the curriculum areas. Developed and installed a projection system in CAD classroom. The system allows the projection of high resolution CAD display screens onto a projection screen to allow class size groups to view the system.

- Prepared and completed an ABET (American Board of Engineering Technologies) accreditation process for the Civil Technology curriculum. Responded in an appropriate manner to the findings of the ABET Team and made plans to bring the curriculum into compliance with their recommendations.

- Reorganized the existing Machine Tool Program and facilities to integrate extensive holdings in the CNC machining area. A total of four turning centers, five machining centers, one wire EDM, and one CNC programming room were added to our existing holdings. Eliminated approximately 75 to 100 pieces of equipment from the machine shop which are technologically obsolete or, from a safety or technical standpoint, no longer usable.

- Conducted an extensive training process for faculty in the areas of CNC machining, wire EDM, CAD, robotics, CNC, welding, and assorted electronics topics.

INDUSTRIAL TECHNOLOGIES DIVISION (Continued)

- Provided release time for curriculum development in the electronics and machine shop during the 1985-86 academic year with an extension of two positions during the 1986-87 academic year.

- Upgraded the welding program with the infusion of welding robotics, CNC plasma cutting equipment, manual plasma cutting equipment, air plasma cutting equipment, and wide array of electronically controlled and intelligent welding apparatus.

- Implemented a welding quality assurance program entitled Non-Destructive Testing. The first of three courses was offered in the spring 1986 semester. These courses, plus the integration of new technology, should prepare us to extend our welding program to the degree level.

- Upgraded the existing metrology lab to state-of-the-art with the introduction of a series of optical comparators, a coordinate dimensioning machine, and approximately $200,000 in contemporary test equipment. In addition, plans have been developed for an advanced metrology lab as part of the Advanced Technology and Health Sciences Center.

INTEGRATED STUDIES DIVISION

- New program implemented--Human Services Program has attracted many adult students especially women. Currently planning to improve marketing to current service providers.

- Minimester courses attempted with minimal success. Effort marketed directly to human service agencies.

- A Center for Lifelong Education course "Exploring College" was scheduled for Bethune Douglas Center, J. V. Brown Library, and Lycoming Mall aimed at special underserved groups. Unsuccessful, but will be marketed again with greater advance.

7.01 (Continued)

Status Report 1986

INTEGRATED STUDIES DIVISION (Continued)

- Current programs being revised with anticipated greater flexibility and attractiveness especially to adults--Mass Communication and Individual Studies.

NATURAL RESOURCES MANAGEMENT/TRANSPORTATION TECHNOLOGY DIVISION

- Floriculture and Landscape/Nursery Management curriculum revised. First year common core curriculum with specialization in second year. Preliminary PNA approval, have submitted for official PNA endorsement of curriculum. Implemented fall 1986.

- Discontinued Wood Products Technology - fall 1986.

- Revised forestry curriculum with a common core first year. Wood Products emphasis third and fourth semester. Implemented fall 1986.

- Initiated review of Agribusiness and Dairy Herd Management curriculums. Objective is to develop a common core curriculum with students in Dairy Herd Management to receive certificate at end of first year or continue in Agribusiness for a two year Associate Degree with an emphasis in Dairy Herd Management.

- Developed common first semester course between Service and Operation of Heavy Equipment and Diesel Technology. Submitted to Educational Advancement.

- Attempted to offer minimester courses in:

    - Hardwood Lumber Grading
    - Automotive Dynomometer Testing
    - Automotive Electronic Ignition

  Enrollment for these courses did not materialize.

- Offered innovative and varied courses in the Weekend College. This new innovative scheduling technique utilizes the weekend where classes run Friday, Saturday, and/or Sunday depending upon the option chosen.

- Implemented the following one-credit courses during the fall semester 1986: -ACC 100 Payroll Accounting for Micros -CSC 108 Intro. to Micro. Basic I -CSC 110 Micro. Basic II -CSC 111 Intro. to Symphony I -CSC 112 Symphony II -CSC 113 Symphony III -MGT 100 Motivation in Business -MGT 101 Entrepreneurship I -MGT 102 Entrepreneurship II -MGT 103 Entrepreneurship III -MGT 104 Effective Leadership -SEC 106 Machine Transcription -SEC 107 Files Management -SEC 108 Shorthand Refresher -WDP 100 Intro. to IBM Display Writer (During 1986, four 1-credit micro courses were implemented: CSC 104; CSC 105; CSC 106; CSC 107. The enrollment in these classes has been outstanding.)

- Will implement additional one-credit courses as the need arises in the future. This is a new innovative approach to offering instruction in one-credit modules, usually 16 hours in duration.

- The following new programs in the Business and Computer Technologies Division are being revised for implementation in fall semester 1987:
  -Accounting
  -Business Management
  -Computer Information Systems

- The following new programs are presently being researched and will be implemented with fall semester 1988:
  -Manufacturing Management
  -Paralegal

- Received funding of approximately $400,000 for microcomputers to be used in the new Advanced Technology and Health Sciences Center. This equipment will be utilized in the new programs which will be in the new building.

Status Report 1987

BUSINESS AND COMPUTER TECHNOLOGIES DIVISION (continued)

- Consummated an agreement with the American Institute of Banking whereby the local AIB chapter will offer banking courses at The Williamsport Area Community College. This will allow for better articulation between the AIB courses and the College courses offered for the Associate Degree.

- Presently offering several one-credit microcomputer courses for the Lycoming County Board of Realtors Association.

- A two-day workshop for Pressed Metals, Inc. was presented at Emporium on manufacturing management. Topics included automated manufacturing, materials resource planning, just-in-time inventory, and basic business planning procedures.

CONSTRUCTION TECHNOLOGY DIVISION

- Revised the Plumbing (PL) and Refrigeration (RC) programs to make it possible for students to transfer into the second year of the new Heating, Ventilation, and Air Conditioning (HVAC) Technology (HV) degree program.

- Developed a new program in Heating, Ventilation, and Air Conditioning Technology (HVAC). This program will provide additional job retraining for local Heating, Ventilation, and Air Conditioning technicians.

- Revised the Construction Carpentry (CC) and the Building Construction Technology (CB) programs to include competencies in the use of microcomputers for construction estimating.

- Developed a computer estimating lab facility to support the construction programs at the College and provide a facility to offer credit and non-credit estimating courses to local builders. A two-credit course was developed and offered during the fall and spring semesters.

- Offered one and two credit courses during the evening hours for part-time and non-traditional students.

Status Report 1986

CONSTRUCTION TECHNOLOGY DIVISION (continued)

- Continued to offer the non-credit homeowners courses through Center for Lifelong Education for those interested in home repair and maintenance.
- Assisted the Coordinator of Weatherization in the operation and continued development of the Weatherization Training Center. Four new courses were developed and approved by the Department of Community Affairs.

HEALTH SCIENCES DIVISION

- Occupational Therapy Assistant and Dental Assisting programs began in fall 1986.
- Associate Degree Nursing is currently being studied.
- The Home Health Aide course was not offered due to low enrollment.
- Dental Assisting program is available to part-time daytime students.

INDUSTRIAL TECHNOLOGY DIVISION

- Pending 1987-88 grants include 14 vocational education equipment grants, two curriculum development grants and two Ben Franklin grants.
- Planned, prepared to more in, test labs, and deliver trial instruction in the Advanced Technology and Health Sciences Center.
- Remodeling of TTIV completed. Lab update and reorganization continues. Grinding and production labs are current and future projects.
- Revision of Drafting and Welding curriculum pending review, should be implemented 1988.
- Plastics curriculum in development. Offerings begin fall 1987. Second year yet to be developed.
- Completed plan to extend ABET to three other areas when Civil Technology is revisited in 1988-98.

Status Report 1987

INDUSTRIAL TECHNOLOGY DIVISION (continued)

- Continued integrating extensive holdings of CNC machining equipment. Added CNC grinding, EDM and CNC cyclical grinding.

- Conducted extensive training for faculty in Non-Destructive Testing Plastics and Statistical Process Control.

- Provided release time for curriculum development in the electronics and machine shop during the 1986-87 academic year with extension of two positons during the 1987-88 academic year.

- Continued development of Non-Destructive Testing test equipment.

- Continued refinement of toolmaking technology metrology and began development of production metrology.

INTEGRATED STUDIES DIVISION

- Continued to offer the "College Sampler" through Center for Lifelong Education to service adults interested in entering college. Four sessions were scheduled and two were held with a total enrollment of 14.

- A one-credit course, The Writer and Her Work, was offered in the evening (spring semester) in conjunction with the Women's Forum Lecture Series. The course attracted a predominately adult and female population.

- Created division brochures with several features to attract the adult student. "Part-time" study was listed in all brochures.

- The division was selected as a participant in a one-week National endowment for the Humanities Institute (scheduled for August 1987) on "Humanities" for the Nontraditional Student." A team of three (two faculty and staff) will attend with a focus on the development of two courses: "Technology and Values" and "History and the Novel."

Status Report 1987

INTEGRATED STUDIES DIVISION (continued)

- The division increased evening offerings for fall 1988 and is preparing strategies to market the General Studies program at night for the adult population.

- The Integrated Studies Division has worked with the North Campus in a plan to deliver the Human Services program at the North Campus. This has been targeted at Human Service providers in the area.

- The Human Services program provides many services to the community through the practicum placements of students. The Human Services Student Organization has provided numerous services such as a social event for children of parents involved with the Friends of the Court Program. In March, the student organization produced and delivered a "Crisis Call Card." The card listed the telephone numbers of 24-hour human service hotline numbers.

NATURAL RESOURCES MANAGEMENT/ TRANSPORTATION TECHNOLOGY DIVISION

- Three Center for Lifelong Education courses offered to area dealer technicians: Computer Command Module, Fuel Injection, and Electronic Ignition.

- Cooperated with Center for Lifelong Education and Standard Oil in structuring six workshops for employees of Truck Stops of Americans in Northeast U.S.

- Worked with the Dean of Academic Affairs and Dean of Educational Research, Planning, and Evaluation to implement the process of program evaluation and development of the Automotive Technology program.

- Common core first semester courses were developed for Service and Operation of Heavy Construction Equipment and Diesel Technology. Courses were reviewed and endorsed by Service and Operation and Diesel Advisory Committees.

7.01 (continued)

Status Report 1987 - The courses and programs were reviewed by Academic Affairs and by appropriate Governance Committees and approved by the College Board of Trustees. Effective fall 1987.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.02 To increase communication about students' instructional needs among the College's organizational units.

Target Group	-	All College staff, students, instructional programs
Expected Outcomes	-	Commonality of instructional purposes
	-	Increased awareness of available courses, services, events, activities, systems, and procedures
	-	Interdisciplinary sharing
	-	Focus on students' total instructional needs
Evaluative Criteria	-	Establishment of regular information-exchange among organizational units (forums and media)
	-	Satisfaction of total instructional needs affirmed by graduates surveyed (75 percent rate minimum desired)
Time Frame	-	Continuous
Status Report 1986	-	Funding has not been available for the position cited under "major resource requirements". Grant has been tentatively approved for 1986-87 that would fund a Staff and Program Development Coordinator position.
Status Report 1987	*	This objective is completed.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.03 To balance the College commitment to academic standards against our commitment to maintain an open door policy while the preparedness of incoming students continues to decline.

Target Group - Students (disadvantaged), faculty, College administrators, instructional programs

Expected Outcome - Students who qualify to compete successfully with students from other educational institutions, either in transfer programs or in the job market

- A modified open door
- Increased demand for and associated increased costs of providing developmental education and tutorial services

Evaluative Criteria - An increase (10 percent) in the number of students completing programs of study

- An increase (20 percent) in the number of students transferring to other educational institutions with minimal (or no) loss of credits
- 90 percent placement of graduates in fields related to their areas of study

Time Frame - Two years

Status Report 1986 - Comprehensive testing/advisement process has improved placement and potential success rate for students.

- Increased technical tutoring support added in 1984-85, 1985-86, but scheduled for reduction due to changes in federal funding.
- Computer-assisted instruction equipment added to Tutoring Center in 1985-86.
- Developmental Studies program has continued to receive highly positive reviews from external evaluators.
- Enhanced use of computer-assisted instruction equipment to be developed.

7.03 (Continued)

- Contingent actions needed to be outlined in response to reduced federal support for Development Studies.
- Due to revision of federal guidelines, less money is available to support the College's Developmental Studies program. Replacement internal College funding is not yet allocated. Long-term scope and effectiveness of the Developmental Studies program, and resulting student success, is threatened without increased funding.

Status Report 1987

- Test/Advise/Schedule process continues as support for high-risk students.
- Under Title III, completed student tracking system used to track success of high-risk students and correlate specific risk categories and success in specific courses.
- Under Title III, first stages completed for graduation audit program which will more effectively insure that prerequisites are complete before a student can take a specific course.
- Internal fiscal support for Developmental Studies tutoring services was increased due to decrease in federal funds for this purpose.
- Developmental support for disadvantaged students expanded into areas of Computer Assisted Instruction with preliminary work for Interactive Video component to be added under 1987-88 grant.
- Academic Standards and Issues Governance Committee explored role of various credentials, specifically the potential for competency credentials which may be appropriate pursuit for students whose academic skills would otherwise prevent their obtaining a credential from the College.
- Articulation efforts with Lock Haven University enhanced opportunity for transfer with greater percent of The Williamsport Area Community College credits counting towards an advanced degree.
- Cost of developmental courses integrated into costing formula for individual programs.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.04 To increase the scope of services to nontraditional students.

Target Group	-	Minority students, women, older students, handicapped, blacks, international
Expected Outcomes	-	Greater recruitment of target groups
	-	Improved level of satisfaction
	-	Greater retention of target groups
Evaluative Criteria	-	Increased number of nontraditional students attending The Williamsport Area Community College
	-	Increase retention of nontraditional students attending The Williamsport Area Community College
Time Frame	-	Continuous concentration
Status Report 1986	-	A female counselor has been hired. A proposal has been developed to focus program development in educational offerings for nontraditional students. The proposal also contains provisions for extension of services and recruitment.
Status Report 1987	-	Evening Learning Resources Center hours maintained.
	-	Seven grants in Single Parent & Homemaker, Sex Equity, Handicapped, and Dropout Re-Entry programs worth approximately $300,000 provided special support services to nontraditional students and increased their opportunities for success.
	-	Five grants worth $170,000 were submitted for 1987-88.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.05 To establish and implement a viable marketing and recruitment plan.

Target Group - Potential students

Expected Outcome - Increased student enrollments

- Improved integration of College programs and services with community needs
- Improved community image of the College
- Recruitment efforts targeted to specific identified audiences and reflecting market needs

Evaluative Criteria - Enrollments by categories of students

- College adoption of a formal marketing plan
- Identification of target populations by the program and marketing strategies developed for each
- Increases (10 percent) in marginally-served populations within two years
- Increases (25 percent) in significantly underserved populations within three years

Time Frame - One year to design, continuous thereafter

Status Report 1986 - The Plan for Institutional Marketing was developed in spring 1985 and our recommendations are currently in the implementation phase. Plans to include opportunities for active participation by students and alumni lacked sufficient specificity for eventual inclusion.

- Development of an active alumni association has been a goal of the marketing plan and some progress has been made through the office of the Executive Director of The Williamsport Area Community College Foundation, Inc.
- As a part of the marketing initiatives for 1986-87, a substantial amount of marketing research will attempt to identify the needs of the community and place the College in a position of meeting these needs.

7.05 (continued)

Status Report 1987

- Significant recruitment activities which occurred during the 1986-87 academic year include expanded outreach activities, projection of appropriate outreach activities in terms of time frame based on past year enrollment patterns, analysis of timeliness of advertising based upon enrollment patterns over time and a record number of recruitment visits to high schools, Area Vocational Technical Schools, and college programs.
- An expanded version of the Admissions Office recruitment report was produced for the fall 1986 class and enjoyed substantial campus distribution.
- The "Preferred Applicant" campaign was designed and targeted for students who were identified as college prospects during their junior year. The process was implemented for fall 1987.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.06 To assess student needs and the influence of housing availability on student recruitment and retention.

Target Group - Students

Expected Outcome - Student retention

- Increased nontraditional student enrollment

Evaluative Criteria - Student satisfaction levels with all aspects of housing

- Students citing housing as the reason for not coming to and/or leaving the College

- Student housing needs matched to a variety of housing alternatives available

Time Frame - Optional for physical plant

Status Report 1986 - A computerized housing data base has been maintained with Admissions Office and is available for use by perspective students and their parents. The result of nonmatriculants and leavers survey research indicate that difficulties with housing are relatively low frequency causes for student attrition. A similar result was obtained by the analysis of the 1985 Cooperative Institutional Research Program (CIRP) freshman survey. Although the Long Range Plan calls for the establishment of criteria for listing housing, this could place the College in an unfavorable liability position in terms of advocacy. It has not been undertaken. The Office of Student Services has worked with landlords who are interested in developing high-quality housing and responded to inquiries of same by a variety of potential developers. During the summer 1986, a College position on housing development will be established, presented for approval to the President, and disseminated to all interested developers.

Status Report 1987 - Activities during the 1986-87 academic year essentially paralled those for 1986 regarding this objective.

* This objective is completed.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.07 Attract and retain students through the improvement of student life and non-instructional services.

Target Group - Nontraditional part-time potential students

Expected Outcome - Increased enrollment among nontraditional students

- Assessment of the effect of support services on retention

Evaluative Criteria - To be determined

Time Frame - Two years

Status Report 1986 - Report will be submitted to the President by June 1, 1986

Status Report 1987 - The *Plan For Attracting Nontraditional Students To The Williamsport Area Community College* was presented to the President in June and approved by President's Council late in the summer. The Administrative and Student Services areas of that report have been completed.

- Research data and academic offering sections have not yet been produced.

GOAL AREA: Accessibility and Student Services

OBJECTIVE: 7.08 To evaluate and improve marketing so as to identify and meet the unmet needs of the general population and of business and industry.

Target Group - Potential students

Expected Outcome - Increased enrollment

- Increased marketing data

- Refined marketing plan

- Recruitment efforts targeted to specific identified audiences and reflecting market needs.

Evaluative Criteria - To be determined

Time Frame - 1986-87 for the research and follow-up report

Status Report 1987 - A survey of 1200 business and industry establishments was undertaken in conjunction with the Center for Business and Industrial Advancement. Two hundred and fifty industries responded. Concentrating on the Williamsport, Bloomsburg, Danville, and Route 15 South corridor, this survey identifies industry characteristics, employee characteristics, and training needs.

- A DACUM was held for industrial electricians. Non-credit programming based on this activity is being developed. Course offerings will begin fall 1987.

- The activities subsumed under this objective will be combined with objective 7.07 for purposes of future planning.

GOAL AREA: Staff Development

OBJECTIVE: 8.01 To develop, implement, evaluate, and revise procedures for integrating administrative support services and human resource development with instructional priorities.

Target Group	-	Students
	-	Faculty and staff needing support services
Expected Outcomes	-	Current and special initiatives and objectives will receive adequate support services to carry out mandates
	-	Improved quality of delivery of specific initiatives and objectives
	-	Improved budgeting according to identified priorities
	-	Elimination of initiatives which cannot be supported adequately
	-	Adjustments in particular initiatives in recognition of limitations of support services
Evaluative Criteria	-	Support service areas will receive written notification of required services before new initiatives begin
	-	Initiatives requiring extensive support services will be carefully evaluated before being implemented
Time Frame	-	Three months to set goals of program
	-	Ongoing
Status Report 1986	-	Ongoing program of support through institutional operating funds and vocational education funds for faculty technical upgrading. Priority is given to substantial training experiences (courses, seminars) and exemplary site visitations (educational and industrial).
Status Report 1987	-	Staff development priorities set concerning implementation of programs associated with Advanced Technology and Health Sciences Center. Development of procedure to allot operating funds evenly over academic divisions initiated.

GOAL AREA: Staff Development

OBJECTIVE: 8.02 To educate faculty and staff in the potential instructional use and methodology (not mechanical operation) of instructional media.

Target Group - Faculty and division directors

Expected Outcome - Increased integration of alternative methods of instruction in classroom component of courses

Evaluative criteria - Improvement reflected in evaluation of faculty including division director observation, student evaluation of faculty, and faculty self-evaluation.

Time Frame - Division directors and faculty training organized during spring 1984

- Training begins with pilot group, fall 1984
- Full faculty trained over five-year period ending 1990
- Division directors begin evaluating effective and appropriate instructional use of media with pilot group, fall 1984

Status Report 1986 - Formal training experience are currently being designed; Media Center staff have made presentations focusing on instructional use of media in division faculty meetings.

Status Report 1987 - Media Center director established regular visitation and information sharing with academic divisions.

- Completion of Media Handbook scheduled for fall 1987.

GOAL AREA: Staff Development

OBJECTIVE: 8.03 To fund and provide a comprehensive staff development program responsive to performance evaluation, technological advances, and College initiatives.

Target Group - College staff

Expected Outcomes - Increased use of in-house expertise in providing staff development activities

- Increased participation in off-campus activities to upgrade skills
- Establishment of a system for defining staff development needs as part of the developing of new initiatives
- Linkage of staff development to staff evaluation
- Increased availability of on-campus activities targeted to defined needs
- Increased opportunities for staff development for all College-wide staff

Evaluative Criteria - 80 percent of staff surveyed in May 1986, indicated that 1986-87 staff development opportunities were relatively greater in number than 1985-86 opportunities and that quality of experiences was likewise greater.

- Funded Vocational Education Curriculum Development and Personnel Development Grants are implemented and completed.
- Human Resource Committee established and completes preliminary recommendations on comprehensive staff development.
- Staff development targeted to Advanced Technology and Health Sciences Center completed by August 1, 1987.
- Funding available for non-Advanced Technology and Health Sciences Center staff development is identified and allocated to divisions by October 1986.

Time Frame - Long-range, comprehensive staff development is a multi-year project which will begin with priorities and guidelines developed by the Human Resources Committee.

8.03 (continued)

Status Report 1986

- Associate Dean of Educational Advancement established with responsibility for faculty development.
- Faculty evaluation plan linked to staff development completed during spring 1986.
- Increased budgetary allocations for staff development implemented for 1985-86 and 1986-87.
- Grants for curriculum development and staff development submitted and funded for 1985-86 and 1986-87.
- Vocational Education grant to hire Staff and Program Development Director to focus efforts on developing teaching skills of technical faculty has received preliminary funding for 1986-87.
- Staff development has been provided to train staff in use of new advanced technology equipment.
- On-site visits to advanced technology industrial facilities have increased to support staff technical skills.
- Staff development needs keyed to the Advanced Technology and Health Sciences Center have been developed and are regularly monitored.
- Training of College staff is scheduled in support of the ROLM/CBX initiative.
- Staff development for faculty supervisors to implement faculty evaluation is scheduled for summer and early fall 1986.
- Staff development has been recognized as a priority, especially in connection with advanced technology initiatives.
- Grant initiatives have shown relative increased attention to acquiring funds for staff development.

8.03 (continued)

Status Report 1987

- To fund and provide a comprehensive staff development program responsive to performance evaluation, technological advances, and College initiatives, which enhances faculty background and skills and which enhances skills of Administrative, Professional, and Technical (APT), clerical and service staff, especially in application of new technologies such as use of computers.

- Human Resource Committee with responsibility for support for full range of College staff was established as one of major components of Governance System.

- Faculty Evaluation Sub-Committee was established as a sub-committee of Human Resources and Academic Standards and Issues Committees. This committee has responsibility to monitor and improve the evaluation system and its role in faculty development.

- Five Curriculum Development and Personnel Development grants worth approximately $150,000 which supported faculty instructional skills and content knowledge were implemented during the year.

- Training for all College staff was provided to develop skills with new ROLM information network system.

- Developed twelve Curriculum Development and Personnel Development grants for 1987-88 of which eleven were funded, providing approximately $390,000 in support of staff development.

- In Academic Affairs budget, for 1987-88 the total amount for staff development was increased as well as the proportion directly under control of the divisions rather than Educational Advancement was increased.

- Office of Staff and Program Development was re-established and provided additional leadership for staff development initiatives.

GOAL AREA: Staff Development

OBJECTIVE: 8.04 To provide instruction to all college staff whose work directly involves or can profit from computer applications.

Target Group	-	Administrative, Professional, and Technical, Classified, Service, Faculty
Expected Outcome	-	All staff conscious of computer capabilities within their area and able to incorporate those capabilities.
Evaluative Criteria	-	Orientation programs designed and scheduled on year-round basis for fifteen participants per session so that within one year all staff will have gained orientation adequate for their needs as measured by post-session evaluation.
Time Frame	-	Beginning fall 1984 and concluding spring 1986
Status Report 1986	-	Wide-range training in microcomputer applications completed.
	-	Variety of academic staff have attended workshops on instructional use of computers.
	-	Computer applications integrated into many new and existing curricula.
	-	Exemplary expansion of available number of computer workstations for students.
	-	Ongoing program of short-term credit and noncredit computer training has been available.
	-	Ongoing computer training.
	-	Targeted training for use of ROLM system.
	-	Significant improvement in staff computer competence has been made in the past two years. Systematic analysis of needed training and plan for delivery could enhance effectiveness of future development and training. Coordination of efforts between computer initiatives and training by Administrative Services and Academic Affairs can be enhanced.
Status Report 1987	*	The objective is completed. Any remaining activity is subsumed under objective 8.03.

GOAL AREA: Intellectual Orientation

OBJECTIVE: 9.01 To develop, implement, evaluate, and revise as needed, an honors program for high-ability post-secondary students.

Target Group	-	High-ability students
Expected Outcomes	-	Increased enrollment in transfer programs and increased enrollment in technical programs with transfer opportunities
	-	Increased alternatives and instructional quality for high-ability students
	-	Increased success of students who transfer to four-year college from the honors program
Evaluative Criteria	-	Honors program completors rate the program 3.5 on a five-point scale ranging from poor to excellent
	-	15 percent increase in National Honors Society students from local high schools enrolling at the College
Time Frame	-	Four months to design pilot
	-	Four months to market pilot
	-	Continuous development and expansion
Status Report 1986	-	Little action to date specifically tied to developing an honors program.
Status Report 1987	*	Objective deleted. Activities associated with this objective are subsumed under objective 7.01.

GOAL AREA: Student Personal Development

OBJECTIVE: 10.01 To clarify policies and procedures and responsibilities for the inception, operation, and continuation of college clubs and organizations.

Target Group - Club advisors, club members, club officers

Expected Outcomes - Increased student awareness of and student responsibility for dispersal of College activities revenues

- Improve the participation level of students in institutional governance and decision-making with some degree of continuous policy and procedure

Evaluative Criteria - Adherence to establish constitution

- Degree of positive participation in clubs and activities

Time Frame - One year

Status Report 1986 - A process for incorporation and continuance of College clubs and organizations currently exists. Clubs and organizations submit their request for allocations to the office of College Activities where they are reviewed, adjusted as needed, and incorporated into the College Activities budget. The Coordinator of College Activities and Dean of Student Services reviews the College Activities budget with the Student Government Association Budget Committee each spring. The Student Government Association, in conjunction with the advisor to the Student Government Association, maintains budgetary control of their portion of the College Activities budget.

* This objective is completed.

GOAL AREA: Student Personal Development

OBJECTIVE: 10.02 To increase student awareness of and student responsibility for dispersal of college activities revenues, particularly the "student activity fee."

Target Group	-	Students
Expected Outcomes	-	Consistency to the manner in which College activities fees are dispersed
	-	Student input and representation on College activities budget committee
Evaluative Criteria	-	Level of awareness of and student satisfaction with College activities monies dispersal
Time Frame	-	Immediate and continuous
Status Report 1986	-	Student Government Association representation in the matter of College Activities budget occurs through meetings with the Coordinator of College Activities and the Dean of Student Services. No College Activities Budget Committee, referenced in the Long Range Plan, exists. Final authority and responsibility for all College Activities expenditures rests with the Dean of Student Services.
	*	This objective is completed.

GOAL AREA: Student Personal Development

OBJECTIVE: 10.03 To design a system which will provide and perpetuate student leadership.

Target Group - Students, faculty, staff

Expected Outcomes - Increased student participation in governing processes

- Increased participation in all activities on campus

Evaluative Criteria - Conditions of College organizations and clubs

Time Frame - Immediate continuous

Status Report 1986 - A system has been designed which will perpetuate student leadership. It has the approval of the Office of College Activities, the Dean of Student Services, and the President. The Student Government Association representatives meet regularly with the Dean of Student Services and delegates from Student Government Association attend all Board of Trustees meetings. The Student Government Association constitution and by-laws have been approved. Student senators are selected following faculty and staff input through a nomination procedure.

Status Report 1987 - For the first time the Student Government Association elected officers during the spring 1987 semester, thus Student Government will be in a position to begin operation with a full complement of officers and senators as classes open in fall 1987.

- The Student Government Association outlined a specific calendar of activities for the 1987-88 academic year prior to departing campus in spring 1987.

- SGA has already undertaken implementation procedures for activities to be conducted the first week of classes in fall 1987.

* This objective is completed.

GOAL AREA: College Community

OBJECTIVE: 11.01 To improve communication mechanisms.

Target Group - All College staff

Expected Outcomes - Improved employee morale

- Efficient operation resulting from comprehension of College policies and procedures

Evaluative Criteria - Levels of staff satisfaction with the functioning of the various communications devices

- Less frequent occurrences of miscommunications, misrepresentations, and misperceptions

Time Frame - 24 months commencing fall 1984

Status Report 1986 - The determination of satisfaction and subsequent modifications to processes was an outgrowth of the long range planning process. All other action strategies have been effected. Complete updates of the Policy and Procedures Manual are distributed once a year.

- A College newsletter, "INSIGHT," is being published quarterly for internal distribution. The newsletter focuses on accomplishments of faculty and staff and future directions in College facilities and programming.

Status Report 1987 - The page numeration system of the Policy and Procedures Manual is currently being revamped to permit more frequent, and less disruptive, update. New manuals will be distributed in the summer of 1987.

GOAL AREA: College Community

OBJECTIVE: 11.02 To increase student spirit and student identification with the College.

Target Group - Students, faculty, staff

Expected Outcomes - Increased cooperation of students with administration

- Willingness of students to serve on committees
- Increased participation of students with administrative willingness to have students serve
- Increased retention of students

Evaluative Criteria - Respect for College physical plant

- Increased student and faculty participation in College activities and organizations

Time Frame - Immediate and continuous

Status Report 1986 - Student representatives attend all Board of Trustees meetings.

- Student Government Association constitution and by-laws have been approved.
- Student input concerning the College Activities budget takes place through the Student Government Association Budget Committee which meets with the Coordinator of College Activities and the Dean of Student Services prior to the adoption of the College Activities budget.

Status Report 1987 - The activities subsumed under this objective will be combined with objective 11.03 for purposes of future planning.

GOAL AREA: College Community

OBJECTIVE: 11.03 To improve student, faculty, staff, and community participation in college clubs, organizations, and activities.

Target Group - Student, faculty, staff, community

Expected Outcomes - Viable clubs

- Successful activities and clubs

Evaluative Criteria - Number of club members in participation

- Attendance at activities

- Maintenance of clubs

- Number of new clubs

Time Frame - Immediate and continuous

Status Report 1986 - Specific regulations have been developed and adopted relative to the participation of students in clubs and organizations.

- Regular communication between faculty, staff, and Student Government Association takes place at the discretion of faculty and staff members.

- The Student Government Association meets at predetermined times and locations.

- Student Government leaders meet weekly with the Dean of Student Services.

Status Report 1987 - During the 1986-87 academic year a number of campus activities occurred which emphasized the attractiveness of the institution to student/faculty/staff and community residents. Highlights include major entertainment to the College's Performing Artist Series which attracted 2800 spectators, a very successful Women's Series which brought noted authors to campus for readings and lectures, the creation of new clubs and organizations, and continued high participation in intramural activities.

- College facilities have been increasingly attractive to a number of organizations such as the Williamsport Symphony, the Williamsport Players, the Civic Chorus, and the Film Society.

11.03 (continued)

- Details relating to this objective will be available in the first College Activities Annual Report to be released to the Board of Trustees in the fall.

GOAL AREA: College Community

OBJECTIVE: 11.04 To continue to recognize the Williamsport Area Community College Education Association as the present bargaining agent of and for the faculty and to work cooperatively to resolve differences of mutual concern.

Target Group - Williamsport Area Community College faculty and Administrative, Professional, and Technical staff

Expected Outcome - Matters of concern shall continue to be disposed of in terms of the bargaining agreement

Evaluative Criteria - The College and the Williamsport Area Community College Education Association will sign a new contract upon the termination of the present one

Time Frame - Prior to July 1, 1987, and ongoing

Status Report 1986 - The College and the Williamsport Area Community College Education Association negotiated and signed a three-year Faculty Agreement (1984-87) prior to the beginning of the 1984-85 school year. Contract administration improved through regular communication with the Association and reduction of ongoing contract differences to mutually acceptable written operational statements. Since 1984 all grievances have been mutually resolved prior to formal arbitration. Informal pre-negotiation discussions are planned for summer 1986, leading to a planned multi-year successor Agreement prior to expiration of the current Agreement.

- The College and the Williamsport Area Community College Education Association are actively engaged in cooperative problem resolution concerning issues of mutual concern.

Status Report 1987 - The College and The Williamsport Area Community College Education Association negotiated and approved a four-year Faculty Agreement (1987-91) prior to the end of the 1987 spring semester.

11.04 (continued)

Status Report 1987 (continued)

- Ongoing and regular communications between College and Association have continued to minimize problems associated with contract administration and/or have reduced contract differences to mutually acceptable written operational statements.

- Since 1984 all grievances have been mutually resolved prior to formal arbitration. In 1986-87 all potential grievances were resolved prior to conducting the formal grievance processes. Activity continued regarding grievance prevention through improved communications, clear documentation, and written guidelines.

- The 1987-91 Agreement provides for continued discussions during 1987-88 between representative committees of the College and Association regarding principles involving work load, lecture-lab hour ratios and related responsibilities, curriculum and grant writing, professional development, and the assignment of work area inventories to faculty.

GOAL AREA: College Community

OBJECTIVE: 11.05 To negotiate a successor multiple year agreement with the Williamsport Area Community College Education Association

Target Group - College faculty and administration

Expected Outcome - Matters of significant concern shall continue to be disposed of in terms of the bargaining unit agreement

Evaluative Criteria - The College and the Williamsport Area Community College Education Association will sign a successor agreement upon the termination of the present three-year agreement

Time Frame - Prior to July 1, 1987

Status Report 1987 - Informal exchanges of ideas, background issues, and concerns of both College and Association occurred via eight pre negotiation sessions during fall 1986.

- Six formal negotiations meetings during spring 1987 resulted in a new four-year Agreement between the College and Faculty Association concluded, for the first time, prior to the end of the spring semester.

- Unique characteristics/results of the 1987 negotiations include:
  1. The formal process more efficiently completed by both parties than any previous negotiations.
  2. The process produced the first four-year Agreement.
  3. The negotiations environment was the most positive with studied examination of issues and a demonstrated cooperative spirit in effective/efficient resolution to identified issues.
  4. Substantial commitment was made by the College to improve faculty salaries to a level that approximates the median Pennsylvania Community College Salary in 1990-91.
  5. Substantial commitment was made by the Association to increase contractual efficiencies/flexibilities through modified contractual language.

* This objective has been completed during spring 1987 and will not be applicable until the 1990-91 school year.

GOAL AREA: Instruction

OBJECTIVE: 12.01 To demonstrate quality of instruction.

Target Group - Community groups and institutions

Expected Outcome - Increased levels of community support for College programs and instruction

Evaluative Criteria - Employer satisfaction with program graduates, expressed in evaluation surveys and in advisory committee actions

- Increased levels of support (philosophical, financial, and service-resource) from the community

Time Frame - Continuous

Status Report 1986 - No focused effort to identify academic qualities and to integrate results into a marketing campaign have been completed.

- Individual components of overall College marketing and program marketing have highlighted areas of success: placement, testimonials, etc.
- Marketing committee continues to develop strategies for publicizing College's successes.
- Program evaluation will identify academic successes worthy of highlighting in marketing.
- Academic quality has not been formally assessed nor systematically integrated into the marketing effort; however, strategic reference to identified quality instruction has been evident in College marketing and advertising.
- Distinguished Teaching Award program is a continuing activity. Faculty have been recommended and awards presented recognizing excellence in instructional delivery and service each year at graduation. One Master Teacher Award and three or four Distinguished Teaching Awards are given each year.

12.01 (continued)

Status Report 1987

- Quality of instruction, with focus on placement, personalized attention, and significant hands-on experiences, has been emphasized as part of marketing efforts.
- Program Scan and Program Review procedures support structured review and attention to program quality and need for specific actions to support this goal.
- Distinguished Teaching Award continues to recognize and publicize instructional quality at the institution.
- Delivery of "effectiveness teaching" was recognized as primary faculty responsibility in Williamsport Area Community College Education Association Agreement approved in spring 1987.

GOAL AREA: Instruction

OBJECTIVE: 12.02 To affirm and practice high standards of professional ethics (including academic honesty) in the College's instructional programs.

Target Group - College administrators, faculty, and students

Expected Outcomes - Academic standards better protected against student dishonesty than they currently are

- The College's treatment of classroom ethics offers an appropriate model to apply to situations demanding ethical standards in the work setting and community

Evaluative Criteria - Review of academic honor code and establishment of procedures for dealing with honor code violations.

Time Frame - One year

Status Report 1986 - Formalized position paper on ethics and academic dishonesty has not been completed.

Status Report 1987 - Formal consideration of academic honesty has yet to be considered by Academic Standards and Issues Committee.

GOAL AREA: Instruction

OBJECTIVE: 12.03 To expand varieties of instructional delivery for programs and courses.

Target Groups
- Instructional programs
- Program administrators, faculty, Learning Resources Center staff, and students

Expected Outcomes
- Alternate instructional delivery systems available to students in all programs
- Interdisciplinary cooperation and sharing
- Degree to which the required support technology is available to the faculty to provide alternative delivery systems
- Alternative course packaging and delivery systems which meet the needs of a diverse student population, changing educational needs, and different learning styles of students
- Conclusions drawn regarding effectiveness of courses offered through CAI, CMI, and telecommunications

Evaluative Criteria
- Increased student comprehension and skills and competencies acquisition
- Alternative instructional delivery systems added to (20 percent) of College programs per year
- An increase (10 percent) in the education technology used in Academic Affairs
- An increase in the number of alternative course and program formats and delivery systems at the College
- Number of courses, students, and learning outcomes (grades and/or competencies) resulting from experimental courses, charted over five year period
- Students and faculty will rate the alternative methodology

Time Frame
- Five years, reevaluation each year

12.03 (continued)

Status Report 1986 - This objective will be addressed through resources obtained in the 1986-87 Vocational Education Personnel Development Grant.

Status Report 1987 - Computer Assisted Instruction (CAI) initiative supported by 1986-87 Disadvantaged Grant within Developmental Studies.

- CAI initiative continued and Interactive Video initiative begun under proposed 1987-88 Disadvantaged Grant proposal.
- Use of instructional media, telelearning and techniques for teaching the disabled were included in Teaching Adults in the Community College series provided through Staff and Program Development.
- Systematic development of alternative instructional delivery has not been keyed to the listed evaluation criteria.

GOAL AREA: Instruction

OBJECTIVE: 12.04 To include computer technology and computer applications as components of instructional programs.

Target Group - All program administrators, faculty, students and instructional programs

Expected Outcomes - Increased and/or maintenance of employment rates by program graduates

- Prospective students perceive College programs as competitive with those of educational institutions emphasizing or requiring computer competencies

- Improved understanding of computer uses and a clear understanding of computer literacy for curriculum development

- A more relevant and updated status of the College's instructional programs

Evaluative Criteria - Percentage (10 percent) of the total number of full-time faculty completing computer courses each year until all have finished at least one

- Increased number (15 percent) of the total number of courses applying computer skills each year

- Increase (3 percent) in the yearly employment rate for program graduates

- Graduates' ratings of preparation for on-the-job computer skills that are at least a "3" on a five-point scale

- Faculty satisfaction ratings with use of computer support for instruction

Time Frame - Five years, commencing in 1984

Status Report 1986 - Significant increase in range of students taking computer courses.

- Increased number of short-term computer skill courses offered.

- Increased integration of computers into programs not directly computer related (Advertising Art, Architecture, Civil Technology, Machining, etc.)

12.04 (Continued)

Status Report 1986
(Continued)

- Significant increase in accessibility of microcomputer workstations.
- Definitions of computer literacy under review by division directors in Academic Computing Five-Year Plan.
- Continuing program and course revisions to integrate computer applications.
- Grants and other scheduled acquisitions support increased distributed use for immediate problem-solving in program lab areas rather than use of computers solely in computer labs.
- Integration of computers into technical and non-technical areas has increased significantly over the past two years. A set of goals for the role of computer competencies in curricula needs to be developed as a guideline for future program development/revision and equipment acquisition and use.

Status Report 1987

- Allocated the full $176,610 provided under ACT 117 for purchase of computer software to support the instructional process. This significantly expanded mainframe software, PC software for PC courses, and application software specific to individual program areas.
- Significantly expanded number of computer workstations both for the Advanced Technology and Health Sciences Center and for other areas of the College. This included:
    1. Four new PC labs in the Advanced Technology computer area.
    2. PC labs for Print Media area of Mass Communications.
    3. PC's for Civil Technology engineering applications as mandated in American Board of Engineering Technologies (ABET) program review.
    4. Expanded PC workstations at North Campus.
    5. Establishment of PC-CAD lab to expand access for CAD instruction.
    6. Establishment of Computerized Estimating Lab in Construction Technology Division.

12.04 (continued)

Status Report (continued)	- Established Computer Integrated Documentaion initiative through Ben Franklin program which will develop training linking print production and document development with other automated manufacturing initiatives. - Installed initial voice/data communication system and upgraded at the close of the year to expand the system and accommodate Advanced Technology and Health Sciences Center. System provides foundation for linking CAD to automated manufacturing in Advanced Technology and Health Sciences Center to CNC machines in Technical Trades Center. - Included expanded computer competencies in new and revised curricula in Architectural Technology, Building Construction Technology, Construction Carpentry, Plastics and Polymer Technology. - Implemented computer applications in Technical Mathematics and Statistics courses. - Provided for increased staff support for Academic Computing through 1987-88 budget adding Computer Operator position and moving one Programmer/Analyst position from grant funding to an internally budgeted position.

GOAL AREA: Instruction

OBJECTIVE: 12.05 To put in place and use appropriate staff, instructional resources, and instructional equipment to support delivery of existing and newly initiated instructional programs.

Target Group - All programs and instructional service areas.

Expected Outcome - All programs will define and use technologically appropriate instructional resources and equipment.

Evaluative Criteria - Reduction of determined discrepancy between ideal instructional resources and equipment and actual instructional resources and equipment used in each program. Further defined by program evaluation procedures to be developed.

Time Frame - Ideal list generated simultaneously with program evaluation cycle, at least every three years in "high technology-high change" programs. Begin comparisons with 1983-84 program evaluation. Target instructional resources and equipment acquisition and updating for each subsequent budget year.

Status Report 1986 - Periodic review of course, program, and division equipment needs has been conducted over the past two years.

- Equipment lists have been prioritized and computerized for efficient and appropriate decisions on purchases as funds have become available.

- Facility renovations and modifications have enhanced utilization of equipment.

- Exemplary equipment acquisitions for advanced technology initiatives have been accomplished and are in progress.

- Master list of equipment needs is maintained and updated.

- Instructional areas have clearer sense of specific equipment needs. Program evaluations should improve quality of equipment and instructional resource needs lists.

12.05 (continued)

Status Report 1987

- Significantly expanded instructional equipment resources through $3,600,000 in state and federal equipment grant funds in addition to allocated equipment money for the Advanced Technology and Health Sciences Center. Majority of deferred purchases have been addressed and equipment deficiencies substantially addressed.
- Established and maintained list of needed instructional equipment and purchased from this existing list when funding opportunities arose such as availability of non-mandated capital funds.
- Established Media Division to support development of instructional resources.
- Expanded funding for Learning Resources Center during 1986-87 and again in budget for 1987-88, adding additional resource librarian position for 1987-88.
- Learning Resources Center has expanded contacts with Divisions to insure that collection is relevant to instructional programs.

GOAL AREA: Instruction

OBJECTIVE: 12.06 To continue to take advantage of unanticipated equipment acquisition opportunities.

Target Group	-	All programs and instructional service areas
Expected Outcome	-	To acquire appropriate unanticipated and unplanned instructional resources and equipment through the normal evaluation-planning-budgeting cycle
Evaluative Criteria	-	List of additional instructional resources and equipment acquired through unanticipated, unplanned methods
	-	Policies and procedures which permit the assessment of and timely acquisition of instructional resources and equipment
Time Frame	-	Ongoing. Acquisitions will be unplanned, serendipitous, and also a planned solicitation approach.
Status Report 1986	-	This objective, as indicated in the time frame reference, is continuous and ongoing. Over the past two years, the Foundation in concert with the Divisions has successfully acquired $785,453 worth of equipment donations to the College. Except for a very few, directly solicited pieces, all others were in the unanticipated, true gift catagory. For example, while negotiating for the acquisition of small parts with Piper Aircraft before they closed their Lock Haven facility, we were able to acquire an entire airplane and a mock-up cockpit in addition to a large supply of fuselage parts. Several vehicle gifts have been negotiated out of single personal contacts or telephone conversations resulting from an unrelated contact. Documentation addressing the evaluation criteria for this activity can be found in the 1984 and 1985 Annual Reports published by the Foundation Office.
Status Report 1987	-	Since 1983, we have accumulated $1,039,082 in equipment donations to the College. A tremendous increase was shown in the category of instructional equipment and supplies from individuals in 1986.

12.06 (continued)

Status Report 1987 (continued)	-	In 1988, a solicitation approach will be conducted through the efforts of Division Directors and the Executive Director of the Foundation. With the communication and identification of specific needs for each Division, the Executive Director of the Foundation may more easily approach and solicit for instructional equipment acquisitions.
	-	The year-end 1986 and to-date 1987 concluded a great accomplishment for the Foundation in the area of the Professional Development Center with a total of $262,598 in contributions raised.
	*	This objective has been revised and combined with objective 13.01.

GOAL AREA: Instruction

OBJECTIVE: 12.0/ To establish responsibility and a process to constantly review and evaluate available computer software and hardware and appropriate use in all course work.

Target Group	-	Each program, every instructor
Expected Outcome	-	Requests and purchase of high quality, useful computer hardware and software for instruction in the majority of programs.
Evaluative criteria	-	Student and instructor use of computer assisted/managed instruction. Student and faculty evaluation of CAI/CMI programs used in each program.
Time Frame	-	Identification of appropriate software and hardware during program evaluation cycle
	-	Summary of purchases and use provided one year after initial purchases. Summary by division/curriculum/course specific software and hardware.
Status Report 1986	-	A large investment of computer hardware and software to support the educational programs across the College has been installed since 1984. Academic Computing Division in fulfillment of its goals and objectives continually monitors, reviews, and evaluates mainframe and micro hardware/software particularly those that represent enhancements to the existing resources. Objective 12.07 still requires a structured process for collecting and evaluating the special needs and requests of the academic divisions and for generating comprehensive reports of the same. Consequently, it is estimated that this objective is 60 percent fulfilled.
Status Report 1987	-	Funds from Act 117 provided $176,610 of new software for use by students, faculty, and staff.
	-	Academic Computing Division is currently developing an on-line inventory system that will allow faculty and staff to query, from their office, all available hardware/software across the College.
	-	Objective is approximately 75 percent fulfilled.

GOAL AREA: Instruction

OBJECTIVE: 12.08 To evaluate the need and provide facilities appropriate for the emerging instructional tecnnology that the College is using.

Target Group - Learning Resource Center

Expected Outcome - Expanded Learning Resources Center/Media facilities, equipment, technical, and instructional support

Evaluative Criteria - Faculty use and satisfaction with expanded use of alternate/new instructional materials and methods

Time Frame - Needs assessment performed 1983-84

- Priority listing of changes established by fall 1984.
- Integration into budget process, fall 1984
- Initial expansion begun summer 1985
- Continual evaluation/expansion/revision

Status Report 1986 - Renovation of TT II and III completed.

- Old Administration Building demolished
- Advanced Technology and Health Sciences Center planned and to be completed by January 1987.
- Renovations completed in Academic Center offices and classrooms (Wordprocessing and Graphic Arts, for example.)
- Facility and Site Master Plan completed and approved.
- Significant upgrading of television capabilities in the Media Center.
- Renovation of TT IV to be completed by fall 1986.
- Advanced Technology and Health Sciences Center in progress.

12.08 (Continued)

Status Report 1986

- Academic Center renovations in progress during summer 1986.
- Planning for new facility use and modification of areas to be moved to the Advanced Technology and Health Sciences Center.
- Exemplary facility improvements have been made over the past two years and will show most dramatic change through completion of the Advanced Technology and Health Sciences Center. Further changes due to moving of areas to the new facility need to be planned and completed. Need for continuing training of staff in effective use of new facilities and instructional support technologies.

Status Report 1987

- Facility and Site Master Plan identified facilities needs and have guided construction projects completed over the past year.
  1. Construction projects include Advanced Technology and Health Sciences Center.
  2. Renovation of Academic Center.
  3. Renovation completed for Technical Trades Center.

* This objective is completed.

GOAL AREA: Resources

OBJECTIVE: 13.01 To acquire solicited and unanticipated gifts of suitable equipment as determined under Foundation Board policy.

Target Group	-	All programs, College Foundation, and the Development Office
Expected Outcome	-	Acquisition of useful and appropriate instructional resources and equipment donated by business and industry
Evaluative Criteria	-	New Equipment Donation Policy, to take effect in 1988, will evaluate usefulness of donated instructional resources and equipment, outline requirements for estimation of value of equipment, and other necessary procedures coordinated with appropriate Division Director. This policy to be designed and approved by December 31, 1987, will complete objective 13.01.
Time Frame	-	Informal policy was structured in 1986.
	-	New Equipment Donation Policy will be implemented in January 1988.
Status Report 1986	-	Presently gifts are evaluated on an individual basis with the cooperation of the division directors and appropriate faculty and staff members. Most instructional resources and equipment gifts are of an unplanned nature (see objective 12.06). They usually allow only a short time for evaluation. This decision is made by "the expert in the field"; the division director and the implementor of the instructional resource; the faculty member. This is not the case however in equipment solicited for a specific use such as the Professional Development Center. The present process has been satisfactory for several years and it should continue to yield an informed Foundation Executive Director adequate background to either pursue or decline the offer of a gift.

13.01 (continued)

Status Report 1987

- Currently gifts are evaluated on an individual basis with the cooperation of the Division Directors and appropriate faculty and staff members. If the value of the gift is below $5,000, the Division Director or appropriate faculty member will determine the estimate value of the donation. If the value of the donation is $5,000 or more, an "expert in the field" of the gift will determine the estimate value of the donation. All estimate values of the gifts are detailed in a written confirmation for documentation. Most instructional resources and equipment gifts are of an unplanned nature (see objective 12.06).

- A more structured and formal policy for instructional resources and equipment donations is being designed by the Foundation to take effect in 1988. This policy will properly evaluate the appropriateness of each donation. With the policy of equipment donations approved, the objective 13.01 will be completed in 1988.

GOAL AREA: Resources

OBJECTIVE: 13.02 To be responsive to changing state and federal funding priorities, capturing significant amounts of funding to help meet identified instructional resources and equipment needs.

Target Group	-	Development Office, Divisions, Programs
Expected Outcome	-	Acquisition of appropriate instructional resources and equipment through state and federal funds
Evaluative Criteria	-	Total number and value of acquisitions
Time Frame	-	Ongoing
Status Report 1986	-	The Development Office is continuously active in obtaining, reviewing, and analyzing of funding program guidelines. These are routinely summarized and disseminated to appropriate offices to keep them appraised of funding opportunities related to their area of function. Funding applications are developed and submitted to respond to priority needs of the College, also on a continuous basis. Routine, ongoing communications are maintained with funding agency representatives and professional colleagues at other institutions. A draft Operations Manual is finished. This is being put in final form and will be printed and distributed to appropriate staff in June 1986. Last year (1985-86) over $10 million in funding proposals were developed and submitted, with total funding obtained or analyzed amounting to over $20 million (including final Stage III approvals). Have obtained preliminary approval for more than $1.1 million for 1986-87.
Status Report 1987	-	$5,122,642 in state and federal funds were secured to help meet the College's needs in the areas of equipment, curriculum development, staff training, and special programs. This included the following award totals approved by category:

Equipment	$3,772,930
Curriculum Development	243,846
Staff Training	40,725
Special Programming	1,065,141
	$5,122,642

13.02 (continued)

- Additional equipment funds were made available through Title III, the Stage III Construction Program, the Ben Franklin Partnership, and grants to serve Disadvantaged and Handicapped students. An additional $15,000 for training/development activities was funded through curriculum development projects, the Ben Franklin Partnership and others.

- The special programs category included training support for four companies plus support services to several target populations. The companies served include Grumman Allied LLV Division, Kellogg Company, Pennsylvania Pressed Metals, Inc., Emporium, PA, and Muncy Machine and Tool Company, Muncy, PA.

- Target populations for whom special services were designed and delivered included single parents, disadvantaged, handicapped, veterans and dropouts, as well as special support for the library, industry, cooperative education, and continued development of the automated management information system.

- Applications totaling over $2,835,463 have been developed and submitted for the 1987-88 year, and preliminary planning has been done looking to applications for 1988-89.

- Operations Manual has been completed and distributed. It is currently being placed on System 38 for access from all PC users.

GOAL AREA: Resources

OBJECTIVE: 13.03 To have in place and available staff and instructional resource materials to accommodate existing and new curricula and instructional delivery.

Target Group	-	Instructional staff, students, academic support areas (Learning Resources Center, Media, Academic Computing, etc.)
Expected Outcome	-	Availability of useful instructional resource materials in response to expressed needs in all curricula (e.g. library, media center, computer support, lab equipment)
	-	The planning for and the availability of staff support (e.g. computer programmers, lab assistants, aides, equipment maintenance personnel)
	-	Capability to deliver nontraditional instruction (e.g. self-paced instruction, individualized instruction, television courses)
Evaluative Criteria	-	"Program Scan" evaluation for all programs completed by November 1986.
	-	"Program Audit" evaluation for at least five program clusters by May 1987.
	-	Complete at least one instructional support project in each of the areas of library, media, computer support, and nontraditional instruction.
	-	Program development/revision process for 1986-87 cycle included provisions for identifying needed staffing, equipment and resources for delivery of quality instruction.
Time Frame	-	As indicated above.
Status Report 1986	-	Learning Resources Center consultation with faculty in instructional areas has been enhanced over past two years.
	-	Software acquisitions for general computing instruction and specific program area applications have been significantly increased over the past two years.

13.03 (continued)

- Academic Computing long range plan is being reviewed during summer 1986 by division directors. Plan includes attention to staff and material support.
- Computer Assisted Instruction capabilities added in Developmental Studies and included as item in Academic Computing long range plan.
- Program review of Civil Engineering Technology completed for ABET certification (resulting support equipment modifications developed), General Studies and Individual Studies program review completed, and dental area reviewed as part of Dental Assisting program certification.
- Significant expansion and modernization of Media facilities completed.
- Program scan procedures being finalized by Academic Dean and Dean of Educational Research, Planning, and Evaluation.
- Stronger foundation for new instructional alternatives in place with Media and computer facility upgrades.

Status Report 1987 * Activities for this objective have been combined with objective 12.05.

GOAL AREA: Resources

OBJECTIVE: 13.04 To broaden the role of administrative computer services to faculty and staff.

Target Group - Faculty and staff

Expected Outcome - Administrative computer services available to faculty and staff (OP-SCAN, grading, test generation, test analysis)

Evaluative Criteria - Percentage of computer services job time dedicated to direct support to faculty

- Faculty and staff evaluation of computer services

- List of potential uses versus actual use

Time Frame - Potential uses defined by committee of Computer Services, Computer Sciences, and other faculty by summer 1984

- Additional services defined and outlined by fall 1984

- Needs integrated into budget process by fall 1984

- New uses begun by fall 1985

Status Report 1986 - The PC Networking System was successfully implemented in all administrative offices of The Williamsport Area Community College.

- The Local Area Network project incorporating word processing and the laser printer was successfully implemented in all administrative offices of The Williamsport Area Community College.

- The PC Education Delivery Systems were organized and developed through Computer Services" Information Center and turned over to the Center for Lifelong Education for ongoing course offerings.

- Institutionalizing the data bases is an ongoing Computer Services initiative. To date we have successfully accomplished objectives in the areas of scheduling,

13.04 (Continued)

registration, purchase orders, budgets, transcripts, accounts receivable, accounts payable, invoicing, and admissions projects and follow-up.

- The goal of broadening administrative management systems at The Williamsport Area Community College has been extremely successful to the point that we are now on the cutting edge of this technology.

Status Report 1987

- Administered the functions of Title III Project.
- Finalized the activity plan for year two.
  1. Completed the Tracking Disadvantaged/ Non-Traditional Student System.
  2. Completed the Administrative Problem Solving Support Systems.
  3. Completed the Competency Based Educational System.
  4. Completed Distributed Printing System.
- Purchased and implemented System/38 hardware/ software components.
- Organized appropriate support initiatives to support student enrollment.
- Developed and implemented effective system and procedures for administration of Guaranteed Student Loans under new federal guidelines.
- Developed/implemented effective systems and procedures for administration of the new township and business and industry student reimbursement program.
- Participated in the organization of a College-wide calendar to document the administrative support efforts in non-traditional time frames.
- Completed the initiative of disseminating student enrollment data to the various administrators' departments interactively via IBM personal computer terminals.
- Assisted in the implementation of ROLM Communication System by supporting all hardware/software initiatives associated with Data Communications capabilities of the ROLM CBX.

13.04 (continued)

- Assisted implementing Direct Deposit Payroll system by developing/implementing systems required for DDA/ACH.
- Implemented Township Residency System.
- Provided critical support to all Administrative functions.

GOAL AREA: Resources

OBJECTIVE: 13.05 To put in place and use appropriate staff, instructional resources and instructional equipment to support delivery of existing and newly initiated instructional programs.

Target Group - Learning Resources Center staff and facilities

Expected Outcomes - An identification of staffing patterns, levels, and numbers

- Improved availability and access to and use of Learning Resources Center instructional support equipment and materials

- Quality technical assistance with hardware and software application for faculty and students

- Faculty input into the determination of Learning Resources Center services, procedures, and acquisitions, etc.

Evaluative Criteria - Satisfaction levels of faculty and students with all aspects of Learning Resources Center support and services

- Documentation of faculty and staff usage

- Existence of an Learning Resources Center staff development plan

- Total number and type of study stations, ratio of stations versus total enrollment. Statistics on use of study stations, percent occupancy versus accepted standards American Library Association for similar institutions

Time Frame - Three years, commencing fall 1984

Status Report 1986 - Since fall 1984 there has been a growth of .75 FTE staff and an expansion of library hours to include Sundays during the academic year and evenings during the summer. Problems remaining include inadequate amount of trained reference staff and a total lack of clerical help in technical services.

13.05 (Continued)

Status Report 1986

- Library usage has increased, both over all and per-student, especially in the areas of interlibrary loan, bibliographic instruction, and reference use. New services include on-line bibliographic searching, improved access to the Learning Lab, revitalized vertical file, annual reports and college catalog files, the Resource Room for faculty, and the soon-to-be-realized Online Computer Library Center (OCLC) system.
- Learning Resources Center involvement in hardware/software support for students and staff has been limited to serving as a clearinghouse for information about software available for purchase in the Ben Franklin consortium and on campus.
- We have sought increased faculty participation through "The Circulator", preparation of bibliographies, establishment of the Resource Room, and faculty selection of books and audio-visual materials

Status Report 1987

- Implementation of Long Range Goals correlating with American Library Association Standards.
- Successful "Online Computer Library Center" and "Access Pennsylvania" state grants.
- Addition of reference librarian position.

GOAL AREA: Resources

OBJECTIVE: 13.06 To design equitable wage scales which will attract and retain highly qualified staff.

Target Group - All College staff (full and part-time)

Expected Outcomes - Improved morale

- Improved competitive hiring position
- Reduced staff attrition
- Continuity of services
- Efficient performance
- Assumption of tangential responsibilities by part-time staff

Evaluative Criteria - Comparison of wage scales with like jobs in state community colleges

- Comparison of wage scales with like jobs in the local public sector
- Employee retention

Time Frame - Ongoing

Status Report 1986 - All strategies for the establishment of new salary systems have been effected--nominally within the time frames specified--except that the Classified system is not yet completely on-line. Reductions in personnel office staff have precluded comprehensive survey of the labor market for the purpose of salary adjustment. Plans to establish merit or other alternative pay plans for staff have been deferred.

Status Report 1987 - All strategies were effected this year, except that no provisions for "alternative pay incentive plans" were made in recently concluded negotiations.

GOAL AREA: Resources

OBJECTIVE: 13.07 To institute aggressive recruitment efforts to attract a broad range of highly qualified staff.

Target Group - Personnel Office, administrators, screening committees

Expected Outcomes - Timely hirings to replace resignees or to fill new positions

- Improved efficiency in the process
- Continuity of services

Evaluative Criteria - Increased staff diversity (minorities)

- Number of hires who are the College's first choice
- Credentials and experiences of new hires matched to position descriptions and desirable attributes
- Retention of new hires
- Retention of College staff through reassignments

Time Frame - Ongoing

Status Report 1986 - The College's recruitment effort has been substantially enhanced by the allocation of additional resources for recruitment and the development of an up-to-date Vita Bank. The College advises staff who might be affected by retrenchment of opportunities available to them; however, nearly all such staff have been recalled. The other action steps of this objective have likewise been accomplished.

* This objective is completed.

GOAL AREA: Resources

OBJECTIVE: 13.08 To enhance interactive exchange between College and community resources and expertise in order to increase financial support, enhanced student recruitment, and develop programs for business, industry, and community needs.

Target Group	-	Sponsor school districts, area employers, business, industries, Center for Lifelong Education staff
Expected Outcomes	-	College assumes leadership role in both education and industry
	-	Greater awareness of the College's role within the service area
	-	Proven value to the area with possible effects on budget approval, gifts, grants
	-	Improved articulation between the high schools and the College
	-	Increased advertising for the College
Evaluative Criteria	-	Number of presentations, consultancies, workshops offered
	-	Number of participants
	-	Presentation evaluation instruments
Time Frame	-	Introduce fall 1984; then ongoing
Status Report 1986	-	Increased interaction with business and industry exemplified through proposals for Ben Franklin Partnership.
	-	Increased number of tours of the College for community, business, and industry groups.
	-	Increased contributions to the College Foundation.
	-	Development of Center for Business and Industrial Advancement (CBIA).
	-	Offering of Partnership '85 program for business and industry in cooperation with Ben Franklin program.
	-	Increased number of short-term course offerings for business and industry.

13.08 (Continued)

Status Report 1986
(Continued)

- Increased contacts with advisory boards and local business and industry in the planning of the Advanced Technology and Health Sciences Center.
- Increased attention to Ben Franklin activities.
- Ongoing cooperation developing with West Co., Foiled Inc., Grumman, and other local area companies.
- Increased activity by the Center for Business and Industrial Advancement
- College has increased its cooperative efforts with business and industry. Advisory committess can be strengthened and become more involved. While improving, attention to broad involvement in responding to business and industry needs to be strengthened.

Status Report 1987

- Partnerships '86 program for business and industry offered in cooperation with Ben Franklin Partnership.
- Professional Development Center completed and functional as facility for business and industry interaction with the College and as magnet for economic development, support for College, and community action activities. Have hosted several business and governmental groups during spring 1987.
- Center for Business and Industrial Advancement continued its expansion of services to local community.
- New Williamsport Area Community College Education Association Agreement provides for assigning portion of full time faculty's teaching load to non-credit courses, enhancing opportunities to use existing College expertise to interact with and serve local business and industry interests.
- The Williamsport Area Community College Foundation golf benefit centered on professional golfer attached new financial and knowledge support for the College.
- Cooperated with West Co. in design, funding, and approval of new Plastics and Polymer Technology program.

13.08 (continued)

- Assisted local business in new initiatives through Customized Job Training funding, most dramatically through training grants for Kellogg and Grumman.

GOAL AREA: Resources

OBJECTIVE: 13.09 To provide adequate facilities for student organizations and activities on all campuses.

Target Group - Students, faculty, staff

Expected Outcomes - Increased participation in club membership

- Increased participation in campus activities

Evaluative Criteria - Improvement of current facilities and operation

Time Frame - As soon as possible, immediate problem but realize financial restraints

Status Report 1986 - Needs for a Student Center are defined in the approved Facilities and Site Master Plan on pp. V-21 through V-24 and VI-5.

- Continuing responsibility for student activities and organizations rests with the Dean of Student Services and staff.

Status Report 1987 - Plans were developed to include student organization and study areas as part of the renovations of the Academic Center.

GOAL AREA: Resources

OBJECTIVE: 13.10 To seek an increase in the present proportional level of financial support of the College by the Commonwealth.

Target Group - Pennsylvania General Assembly

Expected Outcome - A reduction in the level of resistance by the College sponsor to approval of the College's budget.

Evaluative Criteria - The General Assembly will pass legislation increasing the State's level of support to more than one-third of operating costs.

Time Frame - July 1, 1986

Status Report 1986 - The Commonwealth of Pennsylvania increased community college funding through the Variable Stipend Legislation. The Williamsport Area Community College received additional funds totaling $1.2 million. Legislation has been introduced (House Bill 2394, April 1986) to increase the Commonwealth's financial contribution from one-third of $2400 to one-third of $2700 in 1986-87 and one-third of $3000 in 1987-88. Increasing the number of state dollars will be an ongoing objective of Pennsylvania community colleges.

Status Report 1987 - House Bill 2394 was not passed by the Pennsylvania Legislature and therefore resulted in only a 1.5 percent increase in funding for 1986-87.

- In the spring 1987 House Bill 960 was introduced which would increase state funding from one-third of $2,400/FTE to one-third of $3,000. House Bill 960 was not passed. Pennsylvania Community Colleges received a 2 percent increase in state funding for 1987-88.

GOAL AREA: Resources

OBJECTIVE: 13.11 To develop a new framework of financial support for The Williamsport Area Community College.

Target Group - Administration, students, City of Williamsport, federal, state, and local governments, business and industry

Expected Outcomes - Framework which speaks to keeping tuition at acceptable levels (while maintaining "excellence" in education)

- Increased funding for equipment
- Increased funding for physical plant development
- Funding for development of new program initiatives
- Increased funding for operating costs
- Creation of state system for community colleges
- Increased financial contributions from area business and industry, local municipalities, and individual contributions.

Evaluative Criteria - Maintenance of quality educational services at competitive tuition rates

Time Frame - Continuous

Status Report 1986 - A new framework has not been developed as of May 16, 1986. The successful attainment of this objective will largely be determined by the Pennsylvania Department of Education. Non-sponsored student tuition has risen to over $3500 per full-time student. Funds are being solicited from area business and industry as well as municipal governments to help reduce the cost of tuition. During the past two years, the College has received more than $6 million in funding for instructional equipment. During the summer 1986 alone, more than $18 million in building construction/renovation is in progress. In 1985-86 the College received six curriculum grants totaling $180,000. Beginning the fall 1986, four new programs (Automated Manufacturing, Occupational Therapy, Dental Assisting, and Culinary Arts) will be brought on-line. In

13.11 (continued)

1985-86 the College received an additional $1.23 million in operating costs under the variable stipend program. Legislation has been introduced during the spring 1986 to increase the state contribution from one-third of $2400 to $2700. The base would increase to one-third of $3000 for 1987-88. There is no current movement to create a state community college system. Until the other community colleges have more serious trouble with their local sponsor(s) such a move will not occur. The Williamsport Area Community College Foundation has raised more than $1 million since its creation in January 1982. The College expects continued support from area business and industry.

- In summary, the quality of education at The Williamsport Area Community College has not only been preserved, but enhanced. The quality of the College's instructional equipment, physical plant, and human resouces has never been better. This objective will always exist.

Status Report 1987

- In 1986-87 the College received more than $5 million in special state appropriations and/or grants to purchase state-of-the-art equipment. Area business/industry along with the Wellsboro School District, Loyalsock Township, and Cherry Township have contributed more the $100,000 to help students pay their tuition. The College has received $39,225 in state grants for staff development and $135,346 for curriculum development this year. For 1987-88 the College will receive $79,032 for staff development and $311,229 for program development (9 grants). In 1986-87 the College Foundation raised more than $350,000 in cash and equipment.

GOAL AREA: Resources

OBJECTIVE: 13.12 To obtain increased financial support from business and industry.

Target Group - Business and industry, The Williamsport Area Community College Foundation

Expected Outcome - Increased funding from business and industry to the Foundation and College educational programs

Evaluative Criteria - Increase in business and industry financial support

Time Frame - Continuous

Status Report 1986 - Since its inception, Foundation Board members are kept abreast of College activities and new programs through a series of regular reports by the President and the Executive Director. All new members are given an orientation to the College's facilities. Each member has been given a list of College programs, a catalog describing each program, and personalized tours of the College facilities.

- Efforts are made to have staff and faculty interface with the Foundation members at special events.
- Membership was acquired in the National Association for the Exchange of Industrial Resources. This clearinghouse however has not been particularly fruitful.
- Occasional visits are made to corporate, federal, and state surplus facilities. The Foundation has become involved recently with the College's corporate tuition subsidy program through the President's Office.
- An Endowment Fund has been established which is primarily funded by business and industry.
- Eight scholarships have been established through industries and/or individuals connected with industries.

13.12 (continued)

Status Report 1987

- Association with the Williamsport-Lycoming County Chamber of Commerce will hopefully improve networking and increase relationships with business/industry.
- An Endowment Fund funded by business and industry has accumulated $112,794 in contributions as of April 30, 1987.
- A total of thirteen scholarships have been established through industries and/or individuals connected with industries which total $54,856 in funds.
- A Foundation project, called the Golf Classic, held on May 11, 1987, was quite successful in raising new funds for a Scholarship Program. A total of $24,517 will be invested in this new program. Besides raising funds, significant goodwill evolved for the College and the foundation.
- Three new fund raising activities are currently being explored. In January 1987, the Special-Interest Committee structure for the Foundation was reestablished to increase board participation and organize successful fund raising projects.

GOAL AREA: Physical Plant

OBJECTIVE: 14.01 To allocate space in existing and planned campus structures as a means of improving the work, teaching, and learning environment and improving collegiality.

Target Group - All staff

Expected Outcomes - Improved morale

- Privacy in faculty offices

- Efficient and attractive classroom and laboratory space

- Accessible space for informal gatherings

- Community building among staff

Evaluative Criteria - Ease of scheduling and availability of classroom space

- Staff feedback via post-change surveys (satisfaction levels)

Time Frame - Ongoing

Status Report 1986 - The Lifelong Education Center was dedicated in June 1984. The Academic Center has been renovated resulting in improved classroom and office space. During the summer 1986, the Academic Center will receive a new roof and electrical wiring system. The infill area in the Technical Trades Center was completed and occupied in 1984. Technical Trades II and III have been completely renovated (summer 1985) and Technical Trades IV will be completely renovated during the summer 1986. The Administration Building has been demolished and replaced with green space and paved parking. The 153,000 square foot Advanced Technology and Health Sciences Center should be completed by January 1987. In addition a new roof will be installed on the Parkes Automotive Center during the summer 1986. College personnel indicate the condition of the physical plant has never been better. Improvement of the physical plant will be an ongoing objective.

14.01 (continued)

Status Report 1987

- During the summer 1987, $750,000 of renovation work to the Academic Center is being undertaken (offices and classrooms are being renovated, staff, and student lounges created and laboratories reconfigured).
- Metal Trades Center offices/classrooms will be air conditioned. The gymnasium will receive a new electrical/plumbing system and a first floor ventilation system.
- Parking lots are being resurfaced and pedestrian walkways added. Additional landscaping is underway. Many small construction/renovation projects will be completed. Total cost $1 to 1.5 million.
- The College now receives many compliments focusing on improvements to the physical plant.

GOAL AREA: Physical Plant

OBJECTIVE: 14.02 To actively pursue financial support for and implementation of the Facilities and Site Master Plan.

Target Group	-	Administration, State, Sponsor Districts
Expected Outcome	-	College campus development commensurate with enrollment changes, program implementation, etc.
Evaluative Criteria	-	Extent to which projected needs are met and the cost of meeting those needs
Time Frame	-	Ten years (beginning in 1984 and each year thereafter)
Status Report 1986	-	A Stage III Building Program totaling $21.8 million was created in 1984. These funds will go a long way toward implementing the objectives outlined in the Facilities and Site Master Plan. Improvement of the physical plant will be an ongoing objective.
Status Report 1987	-	Stage III Building Program still contains more than $3 million in unspent funds.
	-	As of June 1987, the College has enough money to undertake all priority construction/ renovation projects.

GOAL AREA: Physical Plant

OBJECTIVE: 14.03 To identify and plan for the correction or phasing out of all college facilities which create a health and/or safety hazard.

Target Group - Staff and students in identified areas

Expected Outcome - New or improved facilities

Evaluative Criteria - Identification of corrected or replaced problem areas 100 percent

Time Frame - Facilities and Site Master Plan calendar

Status Report 1986 - This has been addressed on a regular basis as money is available. The last of the Priority I projects will be completed on the Academic Center this summer.

Status Report 1987 - Planning for or phasing out of old facilities has been completed.

- College is now working to implement "Right to Know" and "Occupational Safety and Health Act" (OSHA) to promote personal safety at the work place.

GOAL AREA: Physical Plant

OBJECTIVE: 14.04 To promote aesthetic value and suitability for instructional use in campus appearance.

Target Group - All campus and relevant academic programs

Expected Outcome - Increased aesthetic environment

- Continued and increased use of campus for instructional assignments

Evaluative Criteria - Extent of faculty/student involvement in College building and grounds outward maintenance and upkeep

Time Frame - Continuous

Status Report 1986 - With the renovation of the machine shop all of the major aesthetic changes have taken place. Continuous building and grounds maintenance should provide a beautiful and academically realistic campus.

Status Report 1987 - Renovations in TT2 and TT4 and the construction of Advanced Technology and Health Sciences Center have been completed.

- The following projects are in progress:

1. Renovations to the Academic Center.
2. Heating ventilation and air conditioning renovations to the Metal Trades Center.
3. Repaving of parking lots.
4. Site renovations at North Campus for improved drainage.

GOAL AREA: Physical Plant

OBJECTIVE: 14.05 To have efficient and least disruptive vehicular traffic flow on campus.

Target Group	-	All campus users of vehicles, site planners, architects
Expected Outcomes	-	Design for traffic flow
	-	Efficiency and/or minimized impact of vehicles on campus
	-	Integration of parking, building use, and external access flow
Evaluative Criteria	-	Design pattern for vehicular traffic loop
Time Frame	-	Five years
Status Report 1986	-	A plan for vehicular traffic flow was completed with the design of the Advanced Technology and Health Sciences Center. The loop roadway is presently under construction and will be completed in January 1987.
Status Report 1987	-	The loop roadway will be completed by the opening of school in August 1987. Pedestrian walkways will be constructed during the summer 1987.
	*	This objective will be completed in August 1987.

GOAL AREA: Physical Plant

OBJECTIVE: 14.06 To promote safety for pedestrians and vehicles in immediate campus vicinity.

Target Group - All persons using campus perimeter streets, City of Williamsport, Pennsylvania Department of Transportation (PennDOT)

Expected Outcome - Reduced injury risks

Evaluative Criteria - Minimized potential for pedestrian and vehicular accidents and injuries

Time Frame - One year, investigate plan, continuous promotion

Status Report 1986 - The Park Street parking lot will be paved in 1986. The Campus perimeter roadway and additional parking will be in service by September 1986. This will result in major improvements in pedestrian and vehicle safety.

Status Report 1987 - Projects in progress:

1. Repaving of parking lots behind Metal Trades Center, TT1 through TT4 and the Automotive Trades Center.
2. New additional pedestrian walkways across the Campus.
3. Closing of Susquehanna Street and development of open mall.
4. Repaving at Earth Science.

GOAL AREA: Physical Plant

OBJECTIVE: 14.07 To design future land use in accordance with conservation of open space.

Target Group	-	College users, facilities planners, and architects
Expected Outcomes	-	Maintenance of open space (especially green space)
	-	Efficient and pleasant campus
Evaluative Criteria	-	Minimal impact or intrusion on green space by new construction
Time Frame	-	Continuous
Status Report 1986	-	Commitment to "open space" concept is established in the Facilities and Site Master Plan, approved by the Pennsylvania Department of Education, on pages III-9, III-13, III-14. Responsibility for maintenance of the open space (green space) concept rests primarily with the President and Dean of General Services in working with the architect at such time as further construction is planned.
	-	The commitment to maintain green space has been maintained as plans were completed for the Professional Development Center and the Advanced Technology and Health Sciences Center.
	*	This objective is completed.

GOAL AREA: Physical Plant

OBJECTIVE: 14.08 To provide a long range parking policy which is enforceable.

Target Group - All users of parking facilities

Expected Outcomes - Improved policies and enforcement

- Improved parking conditions

Evaluative Criteria - More informed users

- Reduced problems

- Better conditions

Time Frame - Two years

Status Report 1986 - Action in this objective was temporarily deferred because it was believed that the combination of the addition of new parking, plus reductions in enrollments and staffing would resolve the College's parking problems. The incidence of several recent appeals by staff suggests some need for attention remains, and plans are under way to effect revisions prior to August 1, 1986.

Status Report 1987 - New policy adopted by the Board this winter.

* This objective is completed.

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987, Maintenance Required

College Goal Area Supported:
Vocational Technical Education

Institutional Objective: 1.01
To develop, implement, evaluate, and revise as needed, ongoing procedures for new program development which foster creative, innovative thinking at the design stage and administrative efficiency and effectiveness at the approval and implementation stages.

Organizational Unit Responsibility:

Primary:	Academic Affairs Staff
Secondary:	Program Advisory Committee Members Governance Committees

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Major Resource Requirements:

Computer support for research data analysis
Site visitation travel expenses
Outside consultants
Attendance at specialized conferences and short courses
Acquisition of appropriate resource publications and data

Major College Emphasis (Implementation Strategies):

Strategy 1: Assess status of current educational programming and identify new or emerging educational requirements or expectations.

Organizational Unit Responsibility: Division Directors

Strategy 2: Analyze research data.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 3: Obtain input from Program Advisory Committees.

Organizational Unit Responsibility: Division Directors

Strategy 4: Coordinate development of program revisions or proposals and insure timely evaluation and implementation.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Vocational Technical Education

Institutional Objective: 1.02
To strengthen College entrance articulation (with secondary-vocational institutions, other postsecondary institutions, etc.) and exit articulation (four-year institutions, other educational opportunities).

Organizational Unit Responsibility:
Primary: Associate Dean, Educational Advancement
Secondary:

Major Resource Requirements:
Funding for on-site visitation and work sessions with administration and faculty from target institutions.

Major College Emphasis (Implementation Strategies):

Strategy 1: Identify target institutions (i.e., those institutions from which our students come and to which our graduates may wish to transfer).

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 2: Determine the degree of congruence between the College's curricula and that of the target institutions.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 3: Identify areas of difficulty or conflict.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 4: Explore possibilities for compromise and conflict resolution.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 5: Develop and implement formal articulation agreement between the College and the target institutions.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1987-1988

Priority: Ongoing Activity

College Goal Area Supported:
Vocational Technical Education

Institutional Objective: 1.03
To increase College programming targeted to business and industry needs.

Organizational Unit Responsibility:
Primary: Coordinator, Center for Business and Industrial Advancement (CBIA)
Secondary:

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Maintain contact between the College and all business and industrial clients in the service area.

Organizational Unit Responsibility: Coordinator, CBIA

Strategy 2: Develop inventory of training needs for clients.

Organizational Unit Responsibility: Coordinator, CBIA

Strategy 3: Develop specialized training programs in response to current or anticipated needs.

Organizational Unit Responsibility: Coordinator, CBIA

Strategy 4: Assess the College's credit curricula to determine how it could be repackaged to fit the special needs of business and industry, especially in the new technologies and facilities.

Organizational Unit Responsibility: Coordinator, CBIA in conjunction with the Associate Dean, Educational Advancement

1.03 (continued)

Strategy 5: Update marketing brochure which identifies and explains the various educational opportunities that the College can offer business and industrial clients.

Organizational Unit Responsibility: Coordinator, CBIA in conjunction with Director, Communications

Strategy 6: Evaluate existing programs, services, and procedures to ensure the delivery of quality programming.

Organizational Unit Responsibility: Coordinator, CBIA

Strategy 7: Develop a data base of training needs for those parts of the College's service area which need to be developed (i.e. southern tier, eastern sector)

Organizational Unit Responsibility: Program Assistant, CBIA in conjunction with CBIA Coordinator

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Vocational Technical Education

Institutional Objective: 1.04
To design, implement, evaluate, and revise as needed, a system of identifying, supporting, and applying core competencies across the curriculum.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary: Academic Standards and Issues Committee

Major Resource Requirements:
Time
Funding for outside consultants

Major College Emphasis (Implementation Strategies):

Strategy 1: Identify the core competencies that a student should master before being awarded an academic credential.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 2: Develop techniques that will permit these competencies to be integrated into a given program without excessively expanding the number of credits required for program completion.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 3: Develop a descriptive brochure describing the College's approach to core competencies and the methods by which these core competencies may be acquired.

Organizational Unit Responsibility: Academic Affairs Staff

1.04 (continued)

Strategy 4: Prepare position paper outlining the factors of the general education core requirements problem

a) Assess position paper and revise
b) Present revised position paper to President's Council for review and adoption
c) Implement all approved sections of the position paper
d) Revise College catalog and all publications to reflect approved changes

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 5: Create an Integrated Studies Division to facilitate the creation and implementation of interdisciplinary programming.

Organizational Unit Responsibility: Dean, Academic Affairs

Strategy 6: Identify the core competencies that should be resident in the curricula offered by more than one division.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 7: Develop and implement an action plan for making the curriculum revisions required to achieve interdisciplinary integration.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 8: Identify the professional enrichment opportunities required to insure the successful implementation of the curriculum changes.

Organizational Unit Responsibility: Director, Program and Staff Development

Strategy 9: Identify the criteria that will demonstrate that successful interdisciplinary programming has been achieved.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 10: Develop and implement the evaluation procedures necessary to determine the degree to which the performance criteria have been achieved.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Combined with 1.01 and 6.01

College Goal Area Supported:
Vocational Technical Education

Institutional Objective: 1.05
To increase direct relationship between technological or societal change and program instructional content

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Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary:

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop a Forecast and Prediction Group composed of business, industry, and community leaders who can discern the changes in their discipline area that will ultimately affect the College's educational programming. The group will meet quarterly to share their insight and awareness with appropriate members of the College community. Each year the group will conduct a one-day seminar which will focus on change and its impact on the College.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 2: Develop a mechanism by which information and data regarding the impact of technological and societal changes is shared with the College Community in a timely fashion.

Organizational Unit Responsibility: Dean, Employee and Community Relations; Associate Dean, Educational Advancement

Strategy 3: Conduct annual assessment of each program.

Organizational Unit Responsibility: Division Directors

Strategy 4: Obtain input from Advisory Committees regarding current or anticipated changes in technology, practices, or processes.

Organizational Unit Responsibility: Division Directors

1.05 (continued)

Strategy 5: Develop strategy for integrating changes in technology, practices, or processes into curricula using appropriate modification techniques.

Organizational Unit Responsibility: Division Directors in conjunction with Associate Dean, Educational Advancement

Strategy 6: Incorporate strategy into a formal technological update plan.

Organizational Unit Responsibility: Division Directors

Strategy 7: Develop implementation cost analysis, identify funding sources, determine equipment needs, specify staff training requirements, and implement the technological update plan.

Organizational Unit Responsibility: Academic Affairs Staff

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Vocational Technical Education

Institutional Objective: 1.06
To maintain hands-on learning experiences associated with appropriate college programs while establishing responsible costs of instructional delivery in programs of study.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary:

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: In conjunction with the annual Program Scan and 5-Tier Program Review, assess the degree to which each program within the Division utilizes hands-on instruction as an educational strategy.

Organizational Unit Responsibility: Division Directors

Strategy 2: Identify those areas within each program in which the use of hands-on instruction could be expanded, strengthened, or enhanced.

Organizational Unit Responsibility: Division Directors

Strategy 3: Develop a program-specified plan for modifying existing instructional strategy in order to take full advantage of hands-on instruction.

Organizational Unit Responsibility: Division Directors

Strategy 4: Assess the financial impact of utilizing hands-on instruction in each program, and insure that there is an appropriate balance between the educational strategy and the fiscal integrity of each program in the Division.

Organizational Unit Responsibility: Division Directors

1.06 (continued)

Strategy 5: Implement appropriate corrective action as required.

Organizational Unit Responsibility: Division Directors

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Ongoing Activity

College Goal Area Supported:
Vocational Technical Education

Institutional Objective: 1.07
To insure that the Advanced Technology and Health Sciences Center is completed with needed equipment acquisition, program and curriculum development, and staff development and that the Center is used as a marketing tool for the College.

Organizational Unit Responsibility:

Primary:	Academic Affairs; General Services; Educational Advancement; Academic Divisions with programming in facility
Secondary:	Development Office; College Information and Community Relations; Student Services

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Major Resource Requirements:
Grant funding, internal capital for equipment acquisition. Staff time for planning and monitoring facility development and program/curriculum development. Funding for marketing publications and activities. Grant and internal funding for staff development activities.

Major College Emphasis (Implementation Strategies):

Strategy 1: Maintain regular monitoring of status of facility completion, equipment acquisition, curriculum development, and staff development.

Organizational Unit Responsibility: General Services; Associate Academic Dean; Associate Dean, Educational Advancement

Strategy 2: Identify equipment needs, define priorities, develop plans for acquiring equipment which cannot be obtained or installed for initial opening of the Center.

Organizational Unit Responsibility: Associate Academic Dean; Division Directors

1.07 (continued)

Strategy 3: Identify all curriculum components for the new facility which are not completed, schedule development of those components, and complete development with sufficient lead time for delivery of all needed instruction.

Organizational Unit Responsibility: Associate Dean, Educational Advancement; Division Directors

Strategy 4: Identify staff development needed for delivery of new programming, allocate funding to support this staff development according to priorities, identify needs which cannot currently be funded, and seek subsequent funding to meet those needs.

Organizational Unit Responsibility: Associate Dean, Educational Advancement; Division Directors

Strategy 5: Develop and deliver publications, media presentations, and "ribbon cutting" activities to feature the Advanced Technology and Health Sciences Center and take advantage of its marketing potential.

Organizational Unit Responsibility: Academic Affairs; Dean, Student Services; College Information

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1987-1988

Priority: Ongoing Activity

College Goal Area Supported:
General Education

Institutional Objective: 2.01
To develop, implement, evaluate, and revise as needed, strategies for "internationalizing" the curriculum.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary: Development Office; Administrative Services; Communications; Printing; and Student Services.

Major Resource Requirements:
Time
Implementation funding

Major College Emphasis (Implementation Strategies):

Strategy 1: Provide international learning experiences for College staff.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 2: Expand number of general education courses with international focus.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 3: Seek and implement grants to strengthen international education and support for international business efforts within the community.

Organizational Unit Responsibility: Academic Affairs Staff; Dean, Development

Stragegy 4: Attract new faculty with international backgrounds and expertise and train existing faculty in international perspectives.

Organizational Unit Responsibility: Academic Affairs Staff

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Ongoing Activity

College Goal Area Supported:
Developmental Education

Institutional Objective: 3.01
To design, implement, evaluate, and revise as needed linkages between developmental education programming and the mainstream coursework so that student opportunity for success is maximized.

Organizational Unit Responsibility:
Primary: Academic Affairs
Secondary: Developmental Studies; Academic Divisions

Major Resource Requirements:

Increased internal funding to support Developmental Studies, particularly the Tutoring Center.

Staff time to evaluate cost/benefit of various Developmental Studies activities and to develop new alternative services.

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop rationale for additional internal funding in response to decrease grant support for Tutoring Center and develop rank listing of priorities for use of any additional internal funding available.

Organizational Unit Responsibility: Academic Affairs; Developmental Studies

Strategy 2: Conduct cost/benefit analysis of various Developmental Studies activities (skill tutoring, technical tutoring, counseling, CAI, etc.) in terms of their effectiveness in enhancing students' opportunities for success.

Organizational Unit Responsibility: Academic Affairs; Developmental Studies

3.01 (Continued)

Strategy 3: Propose new alternative developmental education services and/or courses which can enhance student success and assess costs and funding avenues for these services.

Organizational Unit Responsibility: Academic Affairs;
Developmental Studies;
Development Office

Strategy 4: Implement any new developmental education services which can be funded from available 1986-86 funds.

Organizational Unit Responsibility: Academic Affairs;
Developmental Studies

Strategy 5: Strengthen communication links between Developmental Studies and academic divisions and retention efforts to enhance the long-term effectiveness of the program.

Organizational Unit Responsibility: Academic Affairs;
Developmental Studies;
Student Services

Strategy 6: Develop proposal for long-range support for developmental education services that is less dependent on external funding than the existing system.

Organizational Unit Responsibility: Academic Affairs;
Developmental Studies

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Lifelong Education

Institutional Objective: 4.01
To design, implement, evaluate, and revise as needed, procedures and program designs which support learning as a lifelong process.

Organizational Unit Responsibility:
Primary: Academic Affairs
Secondary:

Major Resource Requirements:
Funding for information distribution

Major College Emphasis (Implementation Strategies):

Strategy 1: Assess degree to which lifelong education as a concept can be integrated into the College's credit curriculum.

Organizational Unit Responsibility: Academic Affairs

Strategy 2: Identify ways in which lifelong education can be demonstrated as an effective educational strategy in all curricula.

Organizational Unit Responsibility: Academic Affairs

Strategy 3: Develop action plan for integrating lifelong education into the curriculum.

Organizational Unit Responsibility: Academic Affairs

Strategy 4: Implement action plan.

Organizational Unit Responsibility: Academic Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Counseling and Advising

Institutional Objective: 5.01
To develop a system to ascertain preparedness of incoming students for college-level coursework.

Organizational Unit Responsibility:
Primary: Student Services
Secondary: Academic Affairs

Major Resource Requirements:
$256,858 (for implementation of the Advising Center)

Major College Emphasis (Implementation Strategies):

Strategy 1: Begin initial implementation of the Advising Center proposal

Organizational Unit Responsibility: Dean, Student Services; Director, Developmental Studies; Director, Advisement/Career Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Counseling and Advising

Institutional Objective: 5.02
To revise existing new student orientation structure - increase its references, services, and benefits to students and faculty.

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: As outlined in Committee A report

Organizational Unit Responsibility: Advisement/Career Services; Admissions

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1987-1988

Priority: Ongoing Activity

College Goal Area Supported:
Effective Management

Institutional Objective: 6.01
To provide for systematic, ongoing, effective evaluation of instructional programs including a system and format for collecting program data to be used in evaluation and/or revision of programs.

Organizational Unit Responsibility:
Primary: Dean, Educational Research, Planning, and Evaluation
Secondary: Dean, Academic Affairs

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Establish calendar for evaluation of programs.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation; Academic Affairs Staff

Strategy 2: Refine the program review model for credit programs.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation; Dean, Academic Affairs; Division Directors; Academic Standards and Issues Committee

Strategy 3: Establish appropriate committees within divisions.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation; Division Directors

Strategy 4: Identify program-specific modifications to program review model.

Organizational Unit Responsibility: Division Directors; Division Program Evaluation Committees; President's Council

6.01 (continued)

Strategy 5: Identify internal sources of data for program review.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation; Institutional Research

Strategy 6: Identify external sources of data for program review.

Organizational Unit Responsibility: Library; Division Program Evaluation Committees

Strategy 7: Conduct quantitative and qualitative research for program review.

Organizational Unit Responsibility: Division Program Evaluation Committees; Dean, Educational Research, Planning, and Evaluation

Strategy 8: Produce program evaluation reports suggesting program modifications.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation; Division Program Evaluation Committees; Division Directors

Strategy 9: Implement program modifications.

Organizational Unit Responsibility: Division Directors

Strategy 10: Modify Program Scan model.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 11: Produce Program Scan draft.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 12: Produce comments about data.

Organizational Unit Responsibility: Division Directors; Dean, Academic Affairs

Strategy 13: Produce final document.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Effective Management

Institutional Objective: 6.02
To use, maintain, and acquire more efficiently instructional resources and equipment across courses and curricula.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary:

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Review the issue of equipment "ownership" and determine the degree to which such "ownership" has interfered with the instructional process in the past, and the potential for mutually beneficial equipment utilization in the future.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 2: Develop an Instructional Research and Equipment Utilization Plan in which guidelines for equipment "ownership" and utilization are clearly specified.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 3: Distribute the Instructional Research and Equipment Utilization Plan to all divisions

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 4: Evaluate all divisions to determine the extent to which the Instructional Research and Equipment Utilization Plan has been successfully implemented and administered.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

6.02 (continued)

Strategy 5: Review the evaluation results and determine what changes--if any--need to be made in the Instructional Research and Equipment Utilization Plan to achieve the highest possible level of equipment utilization.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 6: Conduct annual review of all instructional equipment and identify those items that will require major or minor repair or maintenance to maintain instructional efficiency.

Organizational Unit Responsibility: Division Directors

Strategy 7: Develop a comprehensive Instructional Equipment Quality Assurance Plan that specifies annual preventive maintenance requirements, anticipated repair requirements, and expected replacement schedules. The Plan should also include a cost analysis and forecast that can be incorporated into the budget building process in future years.

Organizational Unit Responsibility: Division Directors

Strategy 8: Obtain emergency repairs in those situations in which unanticipated equipment failure occurs and the instructional process is compromised.

Organizational Unit Responsibility: Division Directors and appropriate members of the College community

Strategy 9: Develop or maintain an effective cost projection model for determining the trends in instructional research and equipment costs.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 10: Identify and make available the training required to implement the model successfully.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 11: Acquire the information and statistical data required to operate the model. Arrange for appropriate computer support if required.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 12: Implement the model.

Organizational Unit Responsibility: Division Directors

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Effective Management

Institutional Objective: 6.03
To define the purpose of the College Bookstore.

Organizational Unit Responsibility:
Primary: Dean, Administration
Secondary: Business Operations

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Written statements of auxiliary enterprise (Bookstore and Cafeteria) goals and objectives.

Organizational Unit Responsibility: Dean, Administration

Strategy 2: Review and reaction by college community.

Organizational Unit Responsibility: Dean, Administration

Strategy 3: Review and reaction through President's Council

Organizational Unit Responsibility: Dean, Administration

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Effective Management

Institutional Objective: 6.04
To maintain current high level and quality of printing and duplicating service.

Organizational Unit Responsibility:
Primary: Dean, Employee and Community Relations
Secondary:

Major Resource Requirements:
Maintain present level, adjusted for possible growth and inflation

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Major College Emphasis (Implementation Strategies):

Strategy 1: Continuously monitor turn-around time and quality of instructional materials produced in Duplicating. Intercede if necessary.

Organizational Unit Responsibility: Director, Communications

Strategy 2: Evaluate staff and office against objectives to assure continued quality of operation.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 3: Secure adequate funding for level of operation anticipated for 1984 and each succeeding year.

Organizational Unit Responsibility: Dean, Employee and Community Relations

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Effective Management

Institutional Objective: 6.05
To provide increased efficiency between faculty and staff original writings and final production stage of material.

Organizational Unit Responsibility:

Primary: Dean, Employee and Community Relations
Secondary: Dean, Administration;
Center for Lifelong Education

Major Resource Requirements:
Two-sided duplicator ($32,000) Compugraphic or related tie-in with type-setting ($36,000)

Major College Emphasis (Implementation Strategies):

Strategy 1: Acquire two-sided duplicator by July 1, 1984, for Duplicating and Mail Service.

Organizational Unit Responsibility: Dean, Employee and Community Relations; Director, Communications

Strategy 2: Transmit to cost centers requests to submit faculty orders for duplicating projects for next school year prior to May 10, 1984, if possible.

Organizational Unit Responsibility: Dean, Employee and Community Relations; Director, Communications

Strategy 3: Acquire hardware linking IBM-PC with type-setting by July 1, 1986. Train College Information staff in usage by September 1, 1986.

Organizational Unit Responsibility: Dean, Employee and Community Relations; Director, Communications

6.05 (continued)

Strategy 4: Coordinate with Word Processing Center on guidelines for differentiating laser printer/duplicating production. Communicate guidelines to staff within two months of acquisition of laser printer.

Organizational Unit Responsibility: Dean, Administration; Manager, Word Processing

Strategy 5: Direct link between IBM-PC and production, using IBM-PC to do preliminary typesetting, etc.

Organizational Unit Responsibility: Information Center

Strategy 6: Most staff learn word processing/typesetting commands for IBM-PC, use direct entry for majority of written work.

Organizational Unit Responsibility: Lifelong Education Center

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Effective Management

Institutional Objective: 6.06
To develop and implement comprehensive employee evaluation systems and equitable, informed application of those evaluation systems.

Organizational Unit Responsibility:
Primary: Dean, Employee and Community Relations
Secondary: Dean, Academic Affairs

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Dean, Employee and Community Relations completes adjustment of evaluation instruments for non-bargaining unit staff by April 1, 1984; revises evaluation guidelines and conducts workshops with supervisory staff; information on the process and details of instrument is related to staff prior to implementation in spring of 1984.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 2: Effectiveness of process and instrument used to evaluate probationary staff reviewed by Instructional Evaluation committee and Academic Affairs and adjustments made by July 1, 1984.

Organizational Unit Responsibility: Dean, Academic Affairs

Strategy 3: Academic Affairs coordinates with Instructional Evaluation Committee to determine effectiveness of evaluation process and instrument as applied to nonprobationary staff. Adjustments to process and/or instrument made prior to March 1, 1985.

Organizational Unit Responsibility: Dean, Academic Affairs; Dean, Educational Research, Planning, and Education

6.06 (continued)

Strategy 4: Academic Affairs organizes workshop for supervisors of instructional staff on evaluation process and instrument prior to October 1, 1984.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Complete 1987. Maintenance only.

College Goal Area Supported:
Effective Management

Institutional Objective: 6.07
To improve the collegial climate for internal decision making through finalization, initial implementation, and evaluation of the College-wide Governance System.

Organizational Unit Responsibility:

Primary:	Executive Assistant for Internal Affairs; President
Secondary:	Deans and Directors

Major Resource Requirements:
Time and Institutional Commitment

Major College Emphasis (Implementation Strategies):

Strategy 1: Review and finalization of draft document describing role, membership, and responsibilities of College-wide Governance System based upon examination of reactions from College constituents.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs; Governance Steering Committee

Strategy 2: Review and approval of Governance System by President and adoption of policy statement by the Board of Trustees

Organizational Unit Responsibility: Executive Assistant for Internal Affairs; President

Strategy 3: Development of election, transitional, and educational processes prerequisite to system implementation

Organizational Unit Responsibility: Executive Assistant for Internal Affairs; Governance Steering Subcommittees; Deans

6.07 (Continued)

Strategy 4: Initial implementation of Governance System, fall 1986

Organizational Unit Responsibility:
Executive Assistant for Internal Affairs;
Governance Steering Committee;
Deans and Directors

Strategy 5: Follow-up report to Middle States detailing final Governance System and initial implementation by November 1, 1986

Organizational Unit Responsibility:
Executive Assistant for Internal Affairs;
Dean, Educational Research, Planning and Evaluation

Strategy 6: Regular communication of issues, status, and disposition of reports, proposals, and recommendations of Governance System to the College Community

Organizational Unit Responsibility:
Governance Council

Strategy 7: Development of an assessment process to evaluate initial effectiveness of elective process and operational effectiveness of Governance System analysis and recommendations by February 1, 1986

Organizational Unit Responsibility:
Executive Assistant for Internal Affairs;
Dean, Educational Research, Planning and Evaluation;
Governance Council or designee

Strategy 8: Proposed modification of Governance System, if any, and election preparations for first full year operation of Governance System to begin May 1, 1987

Organizational Unit Responsibility:
Executive Assistant for Internal Affairs;
Dean, Educational Research, Planning and Evaluation;
Governance Council or designee

Strategy 9: College-wide assessment of understanding and satisfaction with initial operation of Governance System

Organizational Unit Responsibility:
Executive Assistant for Internal Affairs;
Dean, Educational Research, Planning and Evaluation;
Governance Council or designee

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Effective Management

Institutional Objective: 6.08
To establish a process and a calendar for the annual update of the Long Range Plan.

Organizational Unit Responsibility:
Primary: Dean, Educational Research, Planning, and Evaluation
Secondary: Long Range Planning Committee;
President's Council

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Establish the role of the Long Range Planning Committee.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 2: Develop a process for the identification of new objectives.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 3: Gather information on the status of current objectives.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 4: Produce annual update by May 1.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Effective Management

Institutional Objective: 6.09
To initiate and provide an organizational assessment system that will measure efficiency and/or effectiveness.

Organizational Unit Responsibility:
Primary: Dean, Educational Research, Planning, and Evaluation
Secondary: Long Range Planning Committee;
President's Council

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop a list of the College's current assessment activities and associate them with the area of the College being assessed and detail the effectiveness/efficiency measures produced.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 2: Identify those areas of the College for which formal assessment mechanisms are required but where none currently exist.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 3: Detail measures and establish standards for monitoring levels of effectiveness and efficiency of institutional operations.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation (year 2)

Strategy 4: Include organizational assessment activities and results in the annual institutional evaluation report.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation (year 2)

6.09 (continued)

Strategy 5: To develop a taxonomy that accommodates the alignment of institutional objectives with College goals and to fold MBO's under the appropriate institutional objectives.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 6: To produce a report that demonstrates how much of the planned effort toward objective accomplishment was actual realized.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 7: To design an evaluation system that includes individual assessment as well as organizational performance measures.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 8: The first year will consist of an inventory and determination of programs and data for inclusion in this system.

Organizational Unit Responsibility: Computer Services

Strategy 9: The second year will involve testing of the material for validity and the system will be operational. Computer system will be annually evaluated to assure that the equipment is up-to-date and technically accurate.

Organizational Unit Responsibility: Computer Services

Strategy 10: A plan to identify and assess equipment obsolescence and replacement will be established within two years with accompanying budget projections for necessary upgrade.

Organizational Unit Responsibility: Computer Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Effective Management

Institutional Objective: 6.10
To execute a new set of Articles of Agreement between the College and sponsor districts.

Organizational Unit Responsibility:
Primary: Board of Trustees
Secondary: President

Major Resource Requirements:
None

Major College Emphasis (Implementation Strategies):

Strategy 1: Chairman of the Board of Trustees and President meet with representatives of school boards to identify areas of concern and recommend solutions.

Organizational Unit Responsibility: Chairman, Board of Trustees

Strategy 2: Board of Trustees and Sponsor District School Boards must ratify revised Article of Agreement by June 30, 1985.

Organizational Unit Responsibility: Board of Trustees

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986.

College Goal Area Supported:
Effective Management

Institutional Objective: 6.11
To resolve conflict among sponsor districts over the method of paying for secondary enrollment shortfalls.

Organizational Unit Responsibility:
Primary: President
Secondary: Dean, Administration; Associate Academic Dean; Director, Secondary Vocational Programs

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Major Resource Requirements:
None

Major College Emphasis (Implementation Strategies):

Strategy 1: College staff will meet with sponsor district superintendents to discuss a mutually acceptable approach to handling deficiency billings in the secondary program.

Organizational Unit Responsibility: President

Strategy 2: President will share accepted approach with Board of Trustees for approval prior to October 1, 1984.

Organizational Unit Responsibility: President

Strategy 3: New approach will go into effect for 1985-86 school year.

Organizational Unit Responsibility: President

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Effective Management

Institutional Objective: 6.12
To seek modification of the State community college governance model.

Organizational Unit Responsibility:
Primary: President
Secondary: Dean, Administration; Dean, Employee and Community Relations; Dean, Academic Affairs

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Major Resource Requirements:
None

Major College Emphasis (Implementation Strategies):

Strategy 1: President, working with and through the Commission for Community Colleges, will be instrumental in getting the Pennsylvania General Assembly to establish the Pennsylvania Coordinating Council for Community Colleges by July 1, 1984.

Organizational Unit Responsibility: President

Strategy 2: College staff will help compile necessary data to effect the establishment of the new council.

Organizational Unit Responsibility: President

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Effective Management

Institutional Objective: 6.13
To maintain local control of College governance by the Board of Trustees.

Organizational Unit Responsibility:
Primary: Board of Trustees
Secondary: President

Major Resource Requirements:
None

Major College Emphasis (Implementation Strategies):

Strategy 1: Board of Trustees and President will resist erosion of College control that may be sought by the Commonwealth and sponsor school districts. (Sponsor districts are the most immediate threat vis-a-vis the redrafting of the Articles of Agreement).

Organizational Unit Responsibility: Board of Trustees

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Objective deleted. Combined with objective 7.05 and objective 7.08.

College Goal Area Supported:
Effective Management

Institutional Objective: 6.14
To translate our reputation for quality into marketing strategies that emphasize the College's attractiveness to potential students.

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:
Development of a marketing plan

Major College Emphasis (Implementation Strategies):

Strategy 1: This is part of the marketing strategy

Organizational Unit Responsibility: Dean, Student Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

Collge Goal Area Supported:
Effective Management

Institutional Objective: 6.15
To establish a mechanism for periodic review and updating of facilities and their conditions to assure compliance with enrollment, instructional, safety, and health needs.

Organizational Unit Responsibility:
Primary: President; Dean, Educational Research, Planning, and Evaluation
Secondary: Dean; Development; Dean, Academic Affairs; Dean, General Services; Dean, Employee and Community Relations; Dean, Administration

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Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: President will coordinate formal institutional review of Facilities and Site Master Plan every three years: 1986-87, 1989-90, and 1992-93. "Mid Course" corrections will be recommended to Board of Trustees for approval

Organizational Unit Responsibility: President

Strategy 2: Annual informal review will be conducted by President's Council to ensure proper updating and direction.

Organizational Unit Responsibility: President

Strategy 3: To create a taxonomy of enrollment, instructional, safety and health standards that are germane to physical facilities.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

6.15 (continued)

Strategy 4: To design a data collection and analysis system to support progress monitoring.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 5: To produce periodic progress reports.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Effective Management

Institutional Objective: 6.16
To develop a long range budget process that will anticipate fluctuations in College revenue and expenditures.

Organizational Unit Responsibility:
Primary: Dean, Administration
Secondary: Dean, Educational Research, Planning, and Evaluation

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Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop and implement a planning model for projecting equivalent full-time students by discipline area by semester.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 2: Develop and implement a planning model for projecting capital requirements to support enrollment projections.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 3: Develop and implement a planning model for projecting other support services: (a) Academic Support, (b) Institutional Support, (c) Student Services, (d) Operation and Maintenance of Plant.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 4: Develop budget manual including forms and instructions

Organizational Unit Responsibility: Dean, Administration

Strategy 5: Incorporate institutional goals and objectives over a five-year period into the budget process.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

6.16 (continued)

Strategy 6: Develop an ongoing planning/evaluation process to evaluate educational program needs and related funding requirements.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 7: Educate appropriate college staff about process.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Effective Management

Institutional Objective: 6.17
To develop more accurate and timely analysis of college finances.

Organizational Unit Responsibility:
Primary: Dean, Administration
Secondary: Financial Operations

Major Resource Requirements:
Personal Computer/Terminal Configuration

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop and implement systems to do budget forecasting and modeling over a five-year period.

Organizational Unit Responsibility: Dean, Administration

Strategy 2: Develop formulas to provide cost/benefit analysis.

Organizational Unit Responsibility: Financial Operations

Strategy 3: Develop models to produce cost/benefit analysis.

Organizational Unit Responsibility: Financial Operations

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Effective Management

Institutional Objective: 6.18
To develop a more effective system for the determination of College financial need and for the use of College funds.

Organizational Unit Responsibility:
Primary: Financial Operations
Secondary: Dean, Administration

Major Resource Requirements:
1 Personal Computer/Terminal Configuration

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop and implement a computerized financial recordkeeping/reporting system to produce required financial reports in a timely manner.

Organizational Unit Responsibility: Financial Operations

Strategy 2: Format the presentation of financial data and reports in a more understandable fashion for review by Board of Trustees and other interested third parties.

Organizational Unit Responsibility: Financial Operations

Strategy 3: Coordinate with Independent Auditor to do interim work to facilitate the completion of year-end audit report in a more timely manner.

Organizational Unit Responsibility: Financial Operations

Strategy 4: Develop a mechanism for feedback from College Administration to responsible offices relating to results and recommendations of audits performed by Independent and Governmental Auditors.

Organizational Unit Responsibility: Financial Operations

6.18 (continued)

Strategy 5: Develop a model to address and establish institutional priorities (preferably outside the budget process) for the use of College funds.

Organizational Unit Responsibility: Dean, Administration

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Effective Management

Institutional Objective: 6.19
To develop a more accurate and accessible system for reporting the College's fixed assets.

Organizational Unit Responsibility:
Primary: Financial Operations
Secondary: Dean, Administration

Major Resource Requirements:
1 Personal Computer/Terminal Configuration

Major College Emphasis (Implementation Strategies):

Strategy 1: Initiate an equipment replacement plan to produce reports indicating the condition, age, current replacement cost, and other appropriate information of current capital resources as a basis for projecting future requirements.

Organizational Unit Responsibility: Financial Operations

Strategy 2: Develop criteria to aid in lease or buy options regarding capital acquisitions.

Organizational Unit Responsibility: Financial Operations

Strategy 3: Develop a mechanism to coordinate with cost center administrator the availability of unneeded/surplus equipment.

Organizational Unit Responsibility: Financial Operations

Strategy 4: Develop a system to provide for the tagging and inventorying of capital equipment in a more efficient and timely manner.

Organizational Unit Responsibility: Financial Operations

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Effective Management

Institutional Objective: 6.20
To develop a fixed asset system to provide the ability to better coordinate enrollments with available workstations and to maximize the utilization of fixed assets.

Organizational Unit Responsibility:
Primary: Financial Operations
Secondary: Dean, Administration

Major Resource Requirements:
1 Personal Computer/Terminal Configuration Systems Development Support

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Major College Emphasis (Implementation Strategies):

Strategy 1: Implement a space utilization plan to include an analysis of available workstations.

Organizational Unit Responsibility: Institutional Research

Strategy 2: Assign role of Facilities Coordinator to Fixed Asset Accountant to maintain current inventory of workstations by location, program, etc.

Organizational Unit Responsibility: Dean, Administration

Strategy 3: Coordinate the availability of workstations with academic divisions.

Organizational Unit Responsibility: Students Records

Strategy 4: Integrate five-year enrollment projections with current and future capital equipment requirements to more efficiently provide for program/course scheduling.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Complete 1987

College Goal Area Supported:
Effective Management

Institutional Objective: 6.21
To develop a system for a detailed analysis of program cost.

Organizational Unit Responsibility:
Primary: Dean, Educational Research, Planning and Evaluation
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Establish a program cost model.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 2: Modify model to fit program-specific variables.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 3: Produce analysis.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1987-1988

Priority: Ongoing Activity

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.01
To expand accessibility and to improve quality service to the community through strategies which include credit and non-credit offerings targeted to specific populations.

Organizational Unit Responsibility:
Primary: Division Directors
Secondary: Associate Dean, Educational Advancement;
Dean, Educational Research, Planning, and Evaluation

Major Resource Requirements:
Outside program consultant, computer support for assessment instrument analysis

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Major College Emphasis (Implementation Strategies):

Strategy 1: Provide the Dean of Academic Affairs with a three year program evaluation that is updated annually.

Organizational Unit Responsibility: Division Directors; Dean, Educational Research, Planning, and Evaluation

Strategy 2: Identify areas of program strength and weakness.

Organizational Unit Responsibility: Division Directors; Associate Dean, Educational Advancement

Strategy 3: Develop an Action Plan that will build on program strengths and remediate program weaknesses.

Organizational Unit Responsibility: Division Directors; Associate Dean, Educational Advancement

Strategy 4: Assess program performance to insure that all Action Plan objectives have been met.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

7.01 (continued)

Strategy 5: Develop specialized programming for high ability students (honors students) through enrichment of capstone experiences.

Organizational Unit Responsibility: Academic Affairs Staff

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.02
To increase communication about students' instructional needs among the College's organizational units.

Organizational Unit Responsibility:
Primary: Associate Dean, Educational Advancement
Secondary:

Major Resource Requirements:
Money to hire an instructional design specialist
Permission to use space in Learning Resources Center for function

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Major College Emphasis (Implementation Strategies):

Strategy 1: Create an area of instructional design within the Learning Resources Center.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 2: Develop systems of communications between instructional design center and instructional divisions.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 3: Encourage and support faculty in the use of instructional systems to support student needs.

Organizational Unit Responsibility: Learning Resources Center

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.03
To balance the College commitment to academic standards against our commitment to maintain an open door policy, while costs of developmental education are climbing.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary: Administrative Services

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Utilize all strategies developed to achieve Objective 3.01

Organizational Unit Responsibility: Administrative Services Staff

Strategy 2: Develop a comprehensive cost analysis which will identify the cost of implementing a program of educational opportunities and services that will insure that academically deficient students can succeed in their chosen discipline area.

Organizational Unit Responsibility: Administrative Services

Strategy 3: Balance the financial implications forthcoming from the comprehensive cost analysis against the requirements for educational opportunities and services imposed by academically deficient students. Determine the degree to which the College can meet these requirements while still maintaining an acceptable degree of financial integrity. Adjust the College's commitment to open door admissions as required.

Organizational Unit Responsibility: Academic Affairs; Administrative Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Ongoing Activity

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.04
To increase the scope of services available to nontraditional students.

Organizational Unit Responsibility:
Primary: Academic Affairs;
Administrative Services;
Student Services

Major Resource Requirements:
Dollars, space, and institutional commitment

Major College Emphasis (Implementation Strategies):

Strategy 1: Increase part-time enrollment through expanded course offerings

Organizational Unit Responsibility: Academic Affairs;
Administrative Services;
Student Services

Strategy 2: Examine the potential for expanding services to nontraditional students

Organizational Unit Responsibility: Academic Affairs;
Administrative Services;
Student Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.05
To establish and implement a viable marketing and recruitment plan to include active student and alumni participation.

Organizational Unit Responsibility:
Primary: Dean, Student Services
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Dean of Student Services develops list of marketing strategies, have them reviewed by a committee and placed in priority order. Have list approved by President's Council.

Organizational Unit Responsibility: Dean, Student Services

Strategy 2:
1) will develop a list of activities
2) form a committee to prioritize the activities
3) develop a system to continually update list of activities

Organizational Unit Responsibility: Dean, Student Services

Strategy 3: Marketing Plan will include opportunities for active student and alumni participation.

Organizational Unit Responsibility: Dean, Student Services

Strategy 4: Definition and identification of different target populations including those marginally and under-served groups.

Organization Unit Responsibility: Dean, Student Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.06
To assess student needs and the influence of housing availability on student retention and recruitment.

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop a computer housing file which will permit housing selection on the basis of several variables.

Organizational Unit Responsibility: Admissions

Strategy 2: Review and implement an effective College exit interview system. This strategy actually applies to all these sections, and could help determine why a student leaves the College or decides not to come to the College at all despite a deposit already having been paid.

Organizational Unit Responsibility: Admissions

Strategy 3: Establish criteria for list of housing by use of landlord and College staff committee.

Organizational Unit Responsibility: Admissions, Student Government Association

Strategy 4: Committee to work with the Mayor of Williamsport and sponsoring counties' commissions to explore housing feasibility.

Organization Unit Responsibility: Dean, Student Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Ongoing Activity

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.07
Attract and retain students through the improvement of student life and non-instructional services.

Organizational Unit Responsibility:
Primary: Student Services
Secondary: Academic Affairs; Administrative Services

Major Resource Requirements: Dollars, space, and institutional commitment

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Major College Emphasis (Implementation Strategies):

Strategy 1: Develop a plan for attracting nontraditional students

Organizational Unit Responsibility: Dean, Student Services

Strategy 2: Solicit input from a variety of College offices.

Organizational Unit Responsibility: Dean, Student Services

Strategy 3: Solicit input from the Marketing Committee.

Organizational Unit Responsibility: Dean, Student Services

Strategy 4: Modify as needed.

Organization Unit Responsibility: Dean, Student Services

Strategy 5: Submit to the President for approval.

Organization Unit Responsibility: Dean, Student Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Objective deleted: Combined with objective 7.07

College Goal Area Supported:
Accessibility and Student Services

Institutional Objective: 7.08
To evaluate and improve marketing so as to identify and meet the unmet needs of the general population and of business and industry.

Organizational Unit Responsibility:
Primary: Student Services
Secondary: Academic Affairs; Administrative Services; Educational Research, Planning, and Evaluation

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Major Resource Requirements: Dollars, institutional commitment

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Major College Emphasis (Implementation Strategies):

Strategy 1: Develop and administer a comprehensive survey(s) that establishes the market segments to which the College's services may be attractive.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 2: Define the form(s) which those services should assume.

Organizational Unit Responsibility: Dean, Student Services

Strategy 3: Develop a plan for attracting these potential students and delivering services to them.

Organizational Unit Responsibility: Dean, Student Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Staff Development

Institutional Objective: 8.01
To develop, implement, evaluate, and revise procedures which maintain programming consistent with current technology.

Organizational Unit Responsibility:
Primary: Associate Dean, Educational Advancement
Secondary: Dean, Administration

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Identify the areas of the instructional process that are impacted by administrative support services.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 2: Determine the areas of the instructional process that are impacted by existing human resource development activities.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 3: Develop an action plan that will assure congruence between the instructional process and both the administrative support services and the existing human resource development activities.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Staff Development

Institutional Objective: 8.02
To educate faculty and staff in the potential instructional use and methodology (not mechanical operation) of instructional media.

Organizational Unit Responsibility:
Primary: Associate Dean, Educational Advancement
Secondary: Media Center

Major Resource Requirements:
Creation of the Instructional Design Center

Major College Emphasis (Implementation Strategies):

Strategy 1: Instructional Design Center will communicate methodology to instructional staff on a one-to-one basis.

Organizational Unit Responsibility: Learning Resources Center;
Instructional Media Center

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Ongoing Activity

College Goal Area Supported:
Staff Development

Institutional Objective: 8.03
To fund and provide a comprehensive staff development program responsive to performance evaluation, technological advances, and College initiatives.

Organizational Unit Responsibility:

Primary:	Academic Affairs; Administrative Services
Secondary:	All College Units

Major Resource Requirements:
Funding for staff development presentation, travel, tuition, release time.

Sufficient human resource time to develop a comprehensive staff development program which responds to needs identified in performance appraisals, or to needs arising from technological advances and College initiatives.

Note: Comprehensive staff development will not be developed for 1986-87. Efforts will be on the Advanced Technology and Health Sciences Center staff development needs.

Staff development linked to staff evaluation is available but not mandatory according to the Faculty Evaluation Plan.

Major College Emphasis (Implementation Strategies):

Strategy 1: Implement staff development activities linked to establishing the Advanced Technology and Health Sciences Center. (Funding from Vocational Education Curriculum Development Grants is tentatively approved. Internal staff development funds are also allocated.)

Organizational Unit Responsibility: Academic Affairs

8.03 (continued)

Strategy 2: Identify budgeted staff development funds within Educational Advancement that are not critical for establishing the Advanced Technology and Health Sciences Center and allocate a significant portion of that funding to the academic divisions on a per faculty basis (not including staff receiving staff development support through grants or Educational Advancement funding for supporting the Advanced Technology and Health Sciences Center) for staff development priorities within each academic division.

Organizational Unit Responsibility: Educational Advancement; Academic Affairs

Strategy 3: Provide staff development for use of the ROLM CBX system being installed at the College.

Organizational Unit Responsibility: Administrative Services; Computer Services

Strategy 4: Implement the recently developed Faculty Evaluation Plan and related staff development support.

Organizational Unit Responsibility: Academic Affairs

Strategy 5: Implement the tentatively approved Vocational Educational Grant for Preparing Journeyworkers in the Skilled Trades/ Occupations for Teaching Positions which focuses on enhancing the pedagogical skills of technical faculty.

Organizational Unit Responsibility: Academic Affairs (primarily, Educational Advancement)

Strategy 6: Insure that program evaluation ("program scans" and "program audits") include assessment of staff needs and use results of program assessments to identify needed staff development to enhance the range and currency of faculty skills.

Organizational Unit Responsibility: Academic Affairs

Strategy 7: Establish a Human Resource Committee as part of the College's new governance structure and charge that committee with identifying activities which will support development of comprehensive College-wide staff development.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs; Governance Council

8.03 (continued)

Strategy 8: Develop working definition of "Staff Development" which insures mechanisms, funding, and delivery responsibilities for staff development for non-faculty at the College.

Organizational Unit Responsibility: Associate Dean of Educational Advancement; Coordinator of Staff and Program Development; Personnel Office; Human Resources Committee

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Staff Development

Institutional Objective: 8.04
To provide instruction to all College staff whose work directly involves or can profit from computer applications.

Organizational Unit Responsibility:

Primary:	Academic Affairs Staff
Secondary:	Dean, Educational Research, Planning, and Evaluation; Computer Services/Administrative Services

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Major Resource Requirements:
Funding for program development and implementation

Major College Emphasis (Implementation Strategies):

Strategy 1: Identify the current and anticipated computer instruction needs of the faculty and staff.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 2: Develop action plan designed to address all current and future instructional needs of the faculty and staff for computer utilization.

Organizational Unit Responsibility: Academic Affairs Staff; Computer Services

Strategy 3: Implement the Action Plan

Organizational Unit Responsibility: Academic Affairs Staff; Computer Services

Strategy 4: Survey the faculty and staff to determine the degree to which their needs for instruction in computer utilization have been met.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

8.04 (continued)

Strategy 5: Revise the Action Plan to make it more responsive to the educational needs of the faculty and staff.

Organizational Unit Responsibility: Academic Affairs Staff

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Objective deleted. Combined with objective 7.01.

College Goal Area Supported:
Intellectual Orientation

Institutional Objective: 9.01
To develop, implement, evaluate, and revise as needed, an honors program for high-ability postsecondary students.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary:

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: To be determined prior to the implementation of this objective

Organizational Unit Responsibility: Academic Affairs Staff

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Student Personal Development

Institutional Objective: 10.01
To clarify policies and procedures and responsibilities for the inception, operation, and continuation of college clubs and organizations.

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:
Continued administrative support of college clubs

Major College Emphasis (Implementation Strategies):

Strategy 1: Approve and adhere to clear policies and procedures for college clubs and organizations.

Organizational Unit Responsibility: College Activities

Strategy 2: Club and organization budget requests (allocations) should be initially submitted to Student Government Association to establish proper chain of communications. Thereafter, said requests shall be forwarded to appropriate administrative offices.

Organizational Unit Responsibility: Coordinator, College Activities

Strategy 3: Student Government Association input and awareness of the situation should be prerequisites before any College Activities Budget allocations are adjusted, specifically from one area to another.

Organizational Unit Responsibility: Coordinator, College Activities

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

College Goal Area Supported:
Student Personal Development

Institutional Objective: 10.02
To increase student awareness of and student responsibility for dispersal of college activities revenues, particularly the "student activity fee."

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:
A system of student government which brings forth the best possible students into positions of leadership and the costs of administrative time and commitment.

Major College Emphasis (Implementation Strategies):

Strategy 1: Establish student representation on College Activities Budget Committee.

Organizational Unit Responsibility: College Activities

Strategy 2: Establish student input to College Activities Budget Committee.

Organizational Unit Responsibility: Coordinator, College Activities

Strategy 3: College Activities should be reviewed by Student Government Association.

Organizational Unit Responsibility: Coordinator, College Activities

Strategy 4: The final authority and responsibility for expenditures from the College Activities budget must rest with the Associate Dean.

Organizational Unit Responsibility: Dean, Student Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Student Personal Development

Institutional Objective: 10.03
To design a system which will provide and perpetuate student leadership.

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: System has been designed and written. The system must now go through the approval process.

Organizational Unit Responsibility: College Activities

Strategy 2: Maintain regular and established Student Government Association or student communications with the Dean of Student Services to ensure students are represented at President's Council's meetings.

Organizational Unit Responsibility: Coordinator, College Activities

Strategy 3: A designated student representative should attend all Board of Trustee meetings.

Organizational Unit Responsibility: Student Government Association; Dean, Student Services; Coordinator, College Activities

Strategy 4: Approval of Student Government Association Constitution and By-laws

Organizational Unit Responsibility: Dean, Student Services; Coordinator, College Activities

10.03 (continued)

Strategy 5: Establish regular student input concerning the College Activities Budget.

Organizational Unit Responsibility: Coordinator, College Activities

Strategy 6: Establish faculty/staff recommendations of potential student leaders.

Organizational Unit Responsibility: Coordinator, College Activities

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
College Community

Institutional Objective: 11.01
To improve the College's communications mechanisms.

Organizational Unit Responsibility:
Primary: Dean, Employee and Community Relations
Secondary: Dean, Administration

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Determine perceived level of satisfaction of staff with all intra-college communication vehicles and mail system by October 1984. Adjust to extent feasible immediately. Build into 1985 budget request adjustments with substantial budgetary impact.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 2: Coordinate meeting of staff of offices which interface with North Campus and other off-campus centers to identify and remedy communication problems by July 1, 1984.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 3: Update staff on Policy/Procedure changes monthly following Board meetings; distribute revisions to Policy/Procedures Manual twice annually.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 4: Continue to monitor new staff orientation process; revise in accordance with built-in evaluation process.

Organizational Unit Responsibility: Dean, Employee and Community Relations

11.01 (continued)

Strategy 5: Communicate to all staff new functions and organizational alignments/terminology of offices beginning July 1, 1984.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 6: Assess viability of electronic mail system now in effect; identify problems, if any; implement remedies as indicated by September 1, 1984. Assess viability of phone system; build into 1985 budget request adjustments with substantial budgetary impact if determined to be feasible.

Organizational Unit Responsibility: Dean, Administration

Strategy 7: Identification of most serious problem areas through survey instrument.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs; Dean, Employee and Community Relations

Strategy 8: Assignment of mediation responsibility to resolve ongoing conflict issues.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Objective deleted: Combined with objective 11.03

College Goal Area Supported:
College Community

Institutional Objective: 11.02
To increase student spirit and student identification with the College.

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: A designated student representative should attend all Board of Trustees meetings.

Organizational Unit Responsibility: Dean, Student Services; College Activities; Advisement and Career Services

Strategy 2: Approval of Student Government Association Constitution and By-laws

Organizational Unit Responsibility: President; Dean, Student Services; College Activities

Strategy 3: Establish regular student input concerning the College Activities Budget.

Organizational Unit Responsibility: Coordinator, College Activities

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
College Community

Institutional Objective: 11.03
To improve student, faculty, staff, and community participation in College clubs, organizations, and activities.

Organizational Unit Responsibility:
Primary: Student Services
Secondary:

Major Resource Requirements:
Offer quality activities which are of interest to our students, faculty, and staff.

Major College Emphasis (Implementation Strategies):

Strategy 1: Establish and maintain regular communication between faculty/staff and Student Government Association.

Organizational Unit Responsibility: College Activities

Strategy 2: Adherence to policies and procedures governing College clubs and organizations to prevent and avoid obstacles to participation (e.g. arbitrary club dissolution, broken chain of authority).

Organizational Unit Responsibility: Dean, Student Services; College Activities

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1987-1988

Priority: Ongoing Activity

College Goal Area Supported:
College Community

Institutional Objective: 11.04
To continue to recognize Williamsport Area Community College Education Association as present bargaining agent of and for the faculty and to work cooperatively to resolve differences of mutual concern.

Organizational Unit Responsibility:

Primary:	Executive Assistant for Internal Affairs
Secondary:	President; Dean, Employee and Community Relations

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Establish College and Association committees to ensure timely examination and resolution of issues relating to faculty work load (as provided in 1987-91 Agreement) with appropriate recommendations formulated for College and Association consideration prior to September, 1988.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

Strategy 2: Continue the now established past practices of direct problem resolution between College and Association instead of presentation of positions through external representatives.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

Strategy 3: Continue to reduce ongoing contract differences to mutually acceptable written operational statements.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

Strategy 4: Continue and expand College and Association information sharing on regular and timely basis and cooperative spirit of College and Association problem resolution.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Complete 1987. No further action until 1990-1991.

College Goal Area Supported:
College Community

Institutional Objective: 11.05
To negotiate a successor multiple-year agreement with The Williamsport Area Community College Education Association.

Organizational Unit Responsibility:
Primary: Executive Assistant for Internal Affairs
Secondary: President

Major Resource Requirements:
Time and appropriate financial resources

Major College Emphasis (Implementation Strategies):

Strategy 1: Allow sufficient time for identification, discussion, and resolution of negotiations issues with predetermined deadline for agreement by July 1, 1987.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

Strategy 2: Begin informal pre-negotiation discussions during summer 1986.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

Strategy 3: Continue past practices of direct negotiating instead of presentation of positions through external representatives.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

11.05 (continued)

Strategy 4: Continue to reduce ongoing contract differences to mutually acceptable written operational statements.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

Strategy 5: Continue and expand College and Association information sharing on regular and timely basis and cooperative spirit of College and Association problem resolution.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Instruction

Institutional Objective: 12.01
To demonstrate quality of instruction

Organizational Unit Responsibility:
Primary: Academic Affairs Staff; Student Services
Secondary: Dean, Educational Research, Planning, and Evaluation; Dean, Employee and Community Relations

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Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Identify those elements that the public associates with "academic quality."

Organizational Unit Responsibility: Academic Affairs Staff; Dean, Educational Research, Planning, and Evaluation; Dean, Employee and Community Relations

Strategy 2: Develop matrix against which all academic programs can be evaluated to determine their degree of "academic quality."

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 3: Develop and implement a plan by which the "academic quality" of all academic programs can be effectively communicated to the College Community and to the public.

Organizational Unit Responsibility: Academic Affairs Staff; Dean, Employee and Community Relations

Strategy 4: Develop an action plan by which those academic programs found to be deficient in "academic quality" according to the matrix can be upgraded.

Organizational Unit Responsibility: Academic Affairs Staff

12.01 (continued)

Strategy 5: Reassess all remediated programs previously found to be deficient to determine the degree to which they have achieved "academic quality."

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Instruction

Institutional Objective: 12.02
To affirm and practice high standards of professional ethics (including academic honesty) in the College's instructional programs.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary: Dean, Employee and Community Relations

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Define "professional ethics" and "academic honesty," and determine the criteria against which these qualities can be evaluated.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 2: Develop a position paper in which all aspects of "professional ethics" and "academic honesty" are discussed and the College's position relative to both issues is presented.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 3: Circulate the position paper throughout the College Community so that everyone has an opportunity to express his or her opinion.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 4: Submit the revised position paper to the President's Council for final review and adoption.

Organizational Unit Responsibility: Academic Affairs Staff

12.02 (continued)

Strategy 5: Develop appropriate policy, procedure, and implementing mechanisms.

Organizational Unit Responsibility: Dean Employee and Community Relations

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Instruction

Institutional Objective: 12.03
To expand varieties of instructional delivery for programs.

Organizational Unit Responsibility:
Primary: Academic Affairs
Secondary:

Major Resource Requirements:
Dollars to bring in demonstration, cooperation with the Associate Dean, Educational Advancement and instructional divisions.

Major College Emphasis (Implementation Strategies):

Strategy 1: Inform instructional staff of alternative delivery systems. Offer workshops and communications.

Organizational Unit Responsibility: Instructional Media Center

Strategy 2: Initiate a continuous monitoring of current developments in the delivery of educational opportunities.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 3: Identify those alternate methods of delivering educational opportunities that could make a positive contribution to the College's current instructional process.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

Strategy 4: Determine the equipment, training, and outside resources that would be required to implement a new educational strategy into the instructional process.

Organizational Unit Responsibility: Associate Dean, Educational Advancement

12.03 (continued)

Strategy 5: Identify the funding possibilities that could be used to underwrite the expenses involved in implementing the new educational strategy in a target program.

Organizational Unit Responsibility: Associate Dean, Educational Advancement; Dean, Development; Executive Director, College Foundation; appropriate members of the College community.

Strategy 6: Determine the criteria against which the successful performance of the new educational strategy can be assessed.

Organizational Unit Responsibility: Associate Dean, Educational Advancement; Dean, Development; Dean, Educational Research, Planning, and Evaluation

Strategy 7: Implement the new strategy for a specified trial period.

Organizational Unit Responsibility: Division Directors

Strategy 8: Evaluate the new strategy at the end of the trial period to determine the degree to which the strategy has improved the delivery of educational opportunities or has enhanced student success.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 9: Review the evaluation responses and determine whether or not the new strategy should be incorporated permanently into the target curriculum, and the potential for successful implementation of the strategy in other discipline areas.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 10: Develop a definition of "computer literacy."

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 11: Assess all members of the College community to determine the degree to which they can meet the performance criteria contained in the definition of "computer literacy."

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Instruction

Institutional Objective: 12.04
To include computer technology and computer applications in all programs.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary:

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop a definition of "computer literacy."

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 2: Assess all members of the College Community to determine the degree to which they can meet the performance criteria contained in the definition of "computer literacy."

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation

Strategy 3: Review all information relative to computer hardware and software, and determine those items that could be used to support current or future academic programs.

Organiational Unit Responsibility: Director, Academic Computing

Strategy 4: Identify new trends in computer technology and circulate information to all appropriate members of the College community.

Organiational Unit Responsibility: Director, Academic Computing

Strategy 5: Facilitate the acquisition of all hardware and software that should be acquired in order to insure that all programs are technologically current.

Organiational Unit Responsibility: Director, Academic Computing

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Instruction

Institutional Objective: 12.05
To put in place and use appropriate staff, instructional resources and instructional equipment to support delivery of existing and newly initiated instructional programs.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary: Associate Academic Dean

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Conduct a yearly program audit to determine the instructional needs and requirements of each program within the division.

Organizational Unit Responsibility: Division Directors

Strategy 2: Identify the instructional resources required to correct any deficiencies that are uncovered in the program audit.

Organizational Unit Responsibility: Division Directors; Associate Dean, Educational Advancement

Strategy 3: Identify the funding possibilities that could be used to remediate program deficiencies.

Organizational Unit Responsibility: Division Directors; Associate Dean, Educational Advancement; Dean, Development; Executive Director, College Foundation; Advisory Committee members; and other appropriate members of the College community

Strategy 4: Obtain the required instructional resources.

Organizational Unit Responsibility: Division Directors

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Objective revised: Combined with objective 13.01

College Goal Area Supported:
Instruction

Institutional Objective: 12.06
To continue to take advantage of unanticipated equipment acquisition opportunities.

Organizational Unit Responsibility:
Primary: Executive Director, College Foundation
Secondary: Dean, Administration

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Establishment of a contingency fund from which appropriate amounts of money can be withdrawn in order to purchase shipping, handling, and installation costs.

Organizational Unit Responsibility: President; Dean, Administration

Strategy 2: Increase awareness of specific items needed by ongoing advertising and personal contact with the general public by Foundation staff and Board members.

Organizational Unit Responsibility: Executive Director, College Foundation

Strategy 3: Implementation of an ongoing initiative to identify and list needed instructional research and equipment through staff awareness and likewise industry awareness of College need by publication and distribution in internal, local, and national publications.

Organizational Unit Responsibility: Executive Director, College Foundation; Division Directors

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1987-1988

Priority: Ongoing Activity

College Goal Area Supported:
Instruction

Institutional Objective: 12.07
To establish responsibility and a process to constantly review and evaluate available computer software and hardware and appropriate use in all course work.

Organizational Unit Responsibility:
Primary: Director, Academic Computing
Secondary:

Major Resource Requirements:
Funding for software acquisition

Major College Emphasis (Implementation Strategies):

Strategy 1: Review all information relative to computer hardware and software, and determine those items that could be used to support current or future academic programs.

Organizational Unit Responsibility: Director, Academic Computing

Strategy 2: Identify new trends in computer technology and circulate information to all appropriate members of the College community.

Organizational Unit Responsibility: Director, Academic Computing

Strategy 3: Facilitate the acquisition of all hardware and software that should be acquired in order to insure that all programs are technologically current.

Organizational Unit Responsibility: Director, Academic Computing

Strategy 4: Propose a new position within Academic Computing Division that will be directly responsible for the delivery of this objective.

Organizational Unit Responsibility: Director, Academic Computing

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Instruction

Institutional Objective: 12.08
To evaluate the need and provide facilities appropriate for the emerging instructional technology that the College is using.

Organizational Unit Responsibility:
Primary: Academic Affairs Staff
Secondary: Dean, Development; Dean, General Services

Major Resource Requirements:
Time

Major College Emphasis (Implementation Strategies):

Strategy 1: Review the facilities requirements for current and anticipated programs and develop a priority ranking for facility renovation or acquisition.

Organizational Unit Responsibility: Division Directors

Strategy 2: Obtain information and statistical data--if required--on space requirements, equipment specifications, environmental requirements, and instructional support needs.

Organizational Unit Responsibility: Division Directors

Strategy 3: Develop educational specifications for facility modifications or new construction.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 4: Submit educational specifications to the President's Council for review and adoption.

Organizational Unit Responsibility: Academic Affairs Staff

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.01
To acquire solicited and unanticipated gifts of suitable equipment as determined under Foundation Board policy.

Organizational Unit Responsibility:
Primary: Executive Director, College Foundation
Secondary: Dean, Academic Affairs; Development Office; Dean, Administration; and Dean, General Services

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Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: The system will be based on the fair market value of the equipment multiplied by a utility factor of 0-5 (0 being low utility and 5 being high utility). This system would be one component in the overall identification process.

Organizational Unit Responsibility: Executive Director, College Foundation; Division Directors

Strategy 2: Other factors need to be considered -- namely scrap value, integrity of the institution in accepting "write-off" type gifts, educational value to allied or unrelated programs and potential storage.

Organizational Unit Responsibility: Executive Director, College Foundation; Division Directors

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.02
To be responsive to the changing state and federal instructional capital funding priorities, capturing significant amount of appropriate instructional research and equipment.

Organizational Unit Responsibility:
Primary: Development Office
Secondary: Academic Affairs

Major Resource Requirements:
Approximately $1,200 per year for travel to meetings with funding agencies personnel, application workshops, and communications with appropriate funding sources.

Major College Emphasis (Implementation Strategies):

Strategy 1: Obtain, review, and analyze state and federal funding program guidelines, regulations, and other related information on a continuous basis, synthesizing this and sharing it with appropriate other areas at the College.

Organizational Unit Responsibility: Dean, Development

Strategy 2: Direct the development and submission of funding applications to meet those needs which have been identified as priority areas by the College.

Organizational Unit Responsibility: Dean, Development

Strategy 3: Communicate continuously with funding agency representatives, colleagues at other institutions, and other to achieve the greatest possible success in obtaining funding to support instructional initiatives.

Organizational Unit Responsibility: Dean, Development

Strategy 4: Develop a development operations manual.

Organizational Unit Responsibility: Dean, Development

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Objective deleted. Combined with objective 12.05.

College Goal Area Supported:
Resources

Institutional Objective: 13.03
To have in place and available instructional resource materials to accommodate existing and new curricula and instructional delivery.

Organizational Unit Responsibility:
Primary: Academic Affairs
Secondary: Development Office; Educational Research, Planning, and Evaluation

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Major Resource Requirements:

Available staff time at administrative and division levels to complete program assessment.

Sufficient funding for equipment, staff, instructional resources, software, etc.

Major College Emphasis (Implementation Strategies):

Strategy 1: Complete "program scan" analysis conducted by program faculty and academic administration which classifies library resources, media center resources, computer support, lab equipment, and staff background in light of technical/societal changes as "strong, adequate, or potentially weak".

Organizational Unit Responsibility: Academic Affairs; Educational Research, Planning, and Evaluation

Strategy 2: For at least five program clusters, complete detailed "program audits" which include attention to the above area.

Organizational Unit Responsibility: Academic Affairs; Educational Research, Planning, and Evaluation

13.03 (continued)

Strategy 3: Target increased program support in the areas mentioned in Strategy #1 according to the following priorities: number of students affected, criticalness to program continuance, ability to complete before the end of the academic year, provision for some activity in each of the major areas of library, media, computer support, equipment, and nontraditional instructions.

Organizational Unit Responsibility: Academic Affairs

Strategy 4: Implement identified program support priorities.

Organizational Unit Responsibility: Academic Affairs

Strategy 5: Include in program development/revision process the identification of needed instruction equipment, materials, and staffing for delivery of quality instruction in the program.

Organizational Unit Responsibility: Academic Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.04
To broaden the role of administrative computer services to faculty and staff.

Organizational Unit Responsibility:
Primary: Computer Services
Secondary: Dean, Administration

Major Resource Requirements:
2 Personal Computer/Terminal Configurations

Major College Emphasis (Implementation Strategies):

Strategy 1: Complete implementation of the PC networking system.

Organizational Unit Responsibility: Computer Services

Strategy 2: Complete the Local Area Network (LAN) Project incorporating word processing and the laser printer.

Organizational Unit Responsibility: Computer Services

Strategy 3: Continue the PC education initiative through Lifelong Education.

Organizational Unit Responsibility: Lifelong Education Center

Strategy 4: Begin institutionalizing the computer data base.

Organizational Unit Responsibility: Computer Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.05
To align instructional resource support needs with Learning Resources Center resource requirements (staff, facilities, equipment and materials).

Organizational Unit Responsibility:
Primary: Associate Dean, Educational Advancement; Learning Resources Center
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Use microcomputer to develop a system of computed circulation and computer-assisted acquisition which will assist the Learning Resources Center staff in determining need.

Organizational Unit Responsibility: Learning Resources Center

Strategy 2: Develop a system to determine demand for staff. The system should help determine professional level

Organizational Unit Responsibility: Computer Services

Strategy 3: Acquisition of the Online Computer Library Center (OCLC) data base

Organizational Unit Responsibility: Learning Resources Center

Strategy 4: Mechanize the Learning Resources Center area of the technical processing.

Organizational Unit Responsibility: Learning Resources Center

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.06
To design equitable wage scales which will attract and retain highly qualified staff.

Organizational Unit Responsibility:

Primary:	Dean, Employee and Community Relations
Secondary:	Executive Assistant for Internal Affairs

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Dean, Employee and Community Relations completes implementation of new salary system reflecting recent market data for APT staff by July 1, 1984. Implement first and second stages of Service Salary system by July 1, 1984; implement third stage by July 1, 1985. Complete market analysis for Classified staff and part-time faculty by January 1, 1985. Implement 1st stage by July 1, 1985.

Organizational Unit Responsibility: Dean, Employee and Community Relations; Director, Personnel

Strategy 2: Continuously monitor salary data within relevant market for each category of employee. Adjust salaries of non-bargaining unit staff annually to reflect market and external budgetary restraints; adjust bargaining unit salaries annually consistent with contract.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs; Director, Personnel

Strategy 3: Establish alternative pay incentive plan for APT by July 1, 1984 or 85. Develop same for Classified/Service staff for implementation by July 1, 1985. Explore alternative pay incentive plans for bargaining unit in time for negotiations prior to expiration of contract to be effective July 1, 1984.

Organizational Unit Responsibility: Executive Assistant for Internal Affairs; Director, Personnel

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986; Maintenance required

College Goal Area Supported:
Resources

Institutional Objective: 13.07
To institute aggressive recruitment efforts to attract a broad range of highly qualified staff.

Organizational Unit Responsibility:
Primary: Dean, Employee and Community Relations
Secondary:

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Maintain for one-year period vitas of unsuccessful applicants with strong backgrounds which might indicate success in another position at the College; continue to extend outreach capability in staff selection; request additional funds for interview expenses if 1984 recruitment experience warrants same.

Organizational Unit Responsibility: Director, Personnel

Strategy 2: Arrange with cost center administrators and other staff, to report to Personnel Office, personnel identified as strong applicants for prospective future position openings at the College. Personnel Office maintains file, contacts persons from file as appropriate (effective July 1, 1984).

Organizational Unit Responsibility: Director, Personnel

Strategy 3: Effective March 1, 1984, communicate to staff who might be effected by retrenchment or related College action requesting they identify any special skills, experience or training that might qualify them for assignment outside their known area of specialization.

Organizational Unit Responsibility: Dean, Academic Affairs; Executive Assistant for Internal Affairs

13.07 (continued)

Strategy 4: Cooperate with Office of Civil Rights as necessary to comply with Title VI and other nondiscrimination law.

Organizational Unit Responsibility: Director, Personnel

Strategy 5: Continue to provide tuition waiver and reimbursement to staff to enhance achievement of career goals; continue to urge selection of staff from among internal applicants.

Organizational Unit Responsibility: Dean, Employee and Community Relations

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:

Resources

Institutional Objective: 13.08

To enhance interactive exchange between College and community resources and expertise in order to increase financial support, enhanced student recruitment, and develop programs for business, industry, and community needs.

Organizational Unit Responsibility:

Primary: Academic Affairs Staff

Secondary: Dean, Educational Research, Planning, and Evaluation

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Major Resource Requirements:

Funding for publicity

Major College Emphasis (Implementation Strategies):

Strategy 1: Develop a mechanism by which input from the Advisory Committees can be actively solicited and shared with the College Community.

Organizational Unit Responsibility: Academic Affairs Staff

Strategy 2: Develop a mechanism by which the College can demonstrate that it is using the input that it receives from the outside community.

Organizational Unit Responsibility: Academic Affairs Staff; Dean, Employee and Community Relations

Strategy 3: Create a Community Involvement Task Force that will identify or develop innovative ways of creating, fostering, and increasing the quality and quantity of the information that can be obtained from residents in the College's service area.

Organizational Unit Responsibility: Academic Affairs Staff; Dean, Employee and Community Relations

Strategy 4: Develop and implement assessment instruments that will indicate the degree of success that the College has achieved in upgrading its acquisition and use of community input.

Organizational Unit Responsibility: Dean, Educational Research, Planning, and Evaluation; Dean, Employee and Community Relations

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.09
To provide adequate facilities and student organizations and activities on all campuses.

Organizational Unit Responsibility:
Primary: Dean, Student Services
Secondary: Development Office

Major Resource Requirements:
No special additional resources envisioned during the first 24 to 36 months or more. Other resource requirements are those identified in the Facilities and Site Master Plan.

Major College Emphasis (Implementation Strategies):

Strategy 1: Define the needs for a Student Center and incorporate these in the Facilities and Site Master Plan.

Organizational Unit Responsibility: Development Office

Strategy 2: Assist the Dean, Student Services as appropriate in assigning existing facilities for student governance and student activities.

Organizational Unit Responsibility: President

Strategy 3: Achieve full funding support for the Facilities and Site Master Plan.

Organizational Unit Responsibility: President; Development Office

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.10
To seek an increase in the present proportional level of financial support of the College by the Commonwealth.

Organizational Unit Responsibility:
Primary: President
Secondary: Dean, Administration; Dean, Employee and Community Relations

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Major Resource Requirements:
Quality data to demonstrate need to Pennsylvania General Assembly

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Major College Emphasis (Implementation Strategies):

Strategy 1: President, working with and through Pennsylvania Commission for Community Colleges, will precipitate legislation in 1984 enabling regular increases in Commonwealth funding of operating and capital costs.

Organizational Unit Responsibility: President

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1986-1987

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.11
To develop a new framework of financial support for The Williamsport Area Community College.

Organizational Unit Responsibility:
Primary: Board of Trustees; President
Secondary: President; Dean, Administration; Dean, Employee and Community Relations

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Major Resource Requirements:
State funding at 40-49% level

Major College Emphasis (Implementation Strategies):

Strategy 1: President and Board of Trustees, working with and through the Pennsylvania Commission for Community Colleges, will be successful in having the Pennsylvania General Assembly authorize a new funding formula for Pennsylvania community colleges by July 1, 1988.

Organizational Unit Responsibility: President

Strategy 2: Continue to work with the Pennsylvania Department of Education on developing alternative plans by which the College can receive increased state funding.

Organizational Unit Responsibility: President

Strategy 3: Continue to identify and solicit additional funding sources for student scholarships, loans, and grants.

Organizational Unit Responsibility: Executive Director, College Foundation

Strategy 4: Continue to use Williamsport Area Community College Foundation as a means of soliciting funds from private sector and alumni.

Organizational Unit Responsibility: Executive Director, College Foundation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Resources

Institutional Objective: 13.12
To obtain increased financial support from business and industry.

Organizational Unit Responsibility:

Primary:	Executive Director, College Foundation
Secondary:	Dean, Academic Affairs

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Design a program involving all Foundation Board members and staff, and College faculty and staff to identify necessary gifts of instructional research and equipment, appropriate and prospective sources and donors.

Organizational Unit Responsibility: Executive Director, College Foundation

Strategy 2: To secure membership in state and national organizations dealing with surplus or liquidated equipment.

Organizational Unit Responsibility: Executive Director, College Foundation

Strategy 3: Design a program involving establishment and cultivation or contacts in local Congressional offices for government surplus or liquidated equipment.

Organizational Unit Responsibility: Executive Director, College Foundation

Strategy 4: Design a program involving unanticipated gifts to the Foundation.

Organizational Unit Responsibility: Executive Director, College Foundation

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

College Goal Area Supported:
Physical Plant

Institutional Objective: 14.01
To allocate space in existing and planned campus structures as a means of improving the work, teaching, and learning environment.

Organizational Unit Responsibility:
Primary: President
Secondary: Dean, General Services; Dean, Administration

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Opening of the 83,000 sq. ft. Lifelong Education Center will provide quality office, recreation, and laboratory space. (August 1984)

Organizational Unit Responsibility: President; Dean, Academic Affairs

Strategy 2: Renovation of the Academic Center will produce improved office and laboratory space (August 1984).

Organizational Unit Responsibility: President; Dean, General Services

Strategy 3: Completion of the infill area in the Technical Trades Center will make available new laboratory, office, and storage space.

Organizational Unit Responsibility: President; Dean, General Services; Dean, Academic Affairs

Strategy 4: Demolition of the Administration Building will remove substandard instructional, office, and laboratory space (January 1985).

Organizational Unit Responsibility: President; Dean, General Services

Strategy 5: Construction of the 125,000 sq. ft. Advanced Technology and Health Sciences Center will make available quality space (laboratory, classroom, lounge, office) (1986-87).

Organizational Unit Responsibility: President; Dean, Academic Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

College Goal Area Supported:
Physical Plant

Institutional Objective: 14.02
To actively pursue financial support for and implementation of the Facilities and Site Master Plan.

Organizational Unit Responsibility:
Primary: President
Secondary: Dean, Development; Dean, Administration; Dean, General Services

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Major Resource Requirements:
$35 million

Major College Emphasis (Implementation Strategies):

Strategy 1: College staff will, on an ongoing basis, identify and pursue all viable funding opportunities in order to implement the newly created Facilities and Site Master Plan

Organizational Unit Responsibility: President

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

Collge Goal Area Supported:
Physical Plant

Institutional Objective: 14.03
To identify and plan for the correction or phasing out of all College facilities which create a health and/or safety hazard.

Organizational Unit Responsibility:
Primary: Dean, General Services
Secondary: Dean, Academic Affairs

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: The Facilities and Site Master Plan as approved by the Board of Trustees designates college facilities that will be phased out, thereby eliminating health and safety hazards in antiquated buildings.

Organizational Unit Responsibility: Dean, General Services

Strategy 2: General Services is continually reviewing safety requirements for facilities and making required changes as established by safety codes.

Organizational Unit Responsibility: Dean, General Services

Strategy 3: Membership on College-wide Safety Committee.

Organizational Unit Responsibility: Dean, Academic Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

Collge Goal Area Supported:
Physical Plant

Institutional Objective: 14.04
To promote aesthetic value and suitability for instructional use in campus appearance.

Organizational Unit Responsibility:
Primary: Dean, General Services
Secondary: Dean, Academic Affairs

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Incorporated in the Facilities and Site Master Plan to be approved by the Board of Trustees is design and layout for green areas on campus.

Organizational Unit Responsibility: Dean, General Services

Strategy 2: A committee will be designated to make recommendations to maintain and continue improvements to keep aesthetic values at high levels.

Organizational Unit Responsibility: President; Dean, General Services

Strategy 3: Involve the various academic/vocational disciplines where appropriate.

Organizational Unit Responsibility: Dean, Academic Affairs

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

Collge Goal Area Supported:
Physical Plant

Institutional Objective: 14.05
To have efficient and least disruptive vehicular traffic flow on campus.

Organizational Unit Responsibility:
Primary: President
Secondary: Dean, General Services; Dean, Development

Major Resource Requirements:
$1-1.5 million

Major College Emphasis (Implementation Strategies):

Strategy 1: Board of Trustees approval of Facilities and Site Master Plan in April 1984 will result in availability of comprehensive vehicular and pedestrian traffic flow on the Williamsport Campus.

Organizational Unit Responsibility: Board of Trustees

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Ongoing Activity

Collge Goal Area Supported:
Physical Plant

Institutional Objective: 14.06
To promote safety for pedestrians and vehicles in immediate campus vicinity.

Organizational Unit Responsibility:
Primary: Dean, General Services
Secondary: President

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Board of Trustees approval of Facilities and Site Master Plan will result in design of vehicular movement and pedestrian movement on the Williamsport campus.

Organizational Unit Responsibility: President

Strategy 2: Committee to review approved Facilities and Site Master Plan identifying problems, recommending parameters and criteria to meet necessary safety standards.

Organizational Unit Responsibility: President; Dean, General Services

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1986

Collge Goal Area Supported:
Physical Plant

Institutional Objective: 14.07
To design future land use in accordance with conservation of open space.

Organizational Unit Responsibility:
Primary: Development Office
Secondary: President; General Services

Major Resource Requirements:
None

Major College Emphasis (Implementation Strategies):

Strategy 1: Clearly establish the commitment to the open space concept in the Facilities and Site Master Plan.

Organizational Unit Responsibility: President; Dean, General Services

Strategy 2: Work with the architect to insure that the open space commitment is maintained in facilities plans which are developed.

Organizational Unit Responsibility: President; Dean, Development

THE WILLIAMSPORT AREA COMMUNITY COLLEGE
ACTION PLAN
1984-1985

Priority: Complete 1987

Collge Goal Area Supported:
Physical Plant

Institutional Objective: 14.08
To provide a long range parking policy which is enforceable.

Organizational Unit Responsibility:
Primary: Dean, Employee and Community Relations
Secondary: Dean, General Services

Major Resource Requirements:

Major College Emphasis (Implementation Strategies):

Strategy 1: Dean, Employee and Community Relations appoints committee to review parking policy and related provisions then in effect, plus projected plans, by September 1, 1984.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 2: Committee identifies problems, establishes factors and criteria remedy must meet by November 1, 1984.

Organizational Unit Responsibility: Dean, Employee and Community Relations

Strategy 3: Committee recommends to President revision to policy and related provisions by January 1, 1985.

Organizational Unit Responsibility: Dean, Employee and Community Relations

WILLIAMSPORT
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